“I know but I can’t explain.”

The role of knowledge about English grammar in second language teacher education.

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Abstract

Since Bloor's (1986) original work, which found native speakers (NS) to demonstrate, 'fairly widespread ignorance' (Bloor 1986 p.159) regarding knowledge about grammar (KAG), further studies have resulted in similar conclusions. However, KAG is essential for teaching English to speakers of other languages (TESOL). Since English is the de-facto Lingua Franca of the world today (Crystal 2003), and the demand for English teaching high, short TESOL courses without KAG education dominate. In addition, KAG is not studied in UK secondary education.

Mixed method, longitudinal research is undertaken through three case studies, which in turn investigate, examine and explore the impact an enhanced KAG focus has on pre-service native English speaking teachers (P-S NESTs). Quantitative and qualitative data are collected from English and Welsh P-S NESTs, who study TESOL as a minor degree at a UK university. The enhanced focus consists of a 48 contact-hour KAG programme, which is undertaken prior to P-S TESOL education. The programme assumes no prior KAG, uses a cognitive constructivist approach to teach from an A1 to B2 KAG level and ensures that KAG is learned, studied and importantly applied to a TESOL context.

Case study 1 undertook investigations into P-S NESTs' KAG levels and perceptions on the first day of the KAG programme and found both to be poor. Case study 2 examined how the KAG programme influenced these and found significant differences. Case study 3 explored the impact the KAG programme had on the development of awareness for grammar teaching during the TESOL practicum, which found developments in individual knowledge, in-class knowledge, planning knowledge and growth of KAG through demonstrations of ability and realisations of challenges.

The study shows that P-S NESTs require substantial KAG education before P-S TESOL education and provides a method to achieve it. It shows how KAG levels and perceptions change from enhanced study and how development of awareness for grammar teaching is gained from P-S NESTs starting TESOL education with a solid foundation in KAG.

Dedication

For me x

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Table of Acronyms

A

'A' level: Advanced Level exam undertaken in the final year of secondary education

ANOVA: Analysis of variance

B

B.E.R.A: British Educational Research Association

C

CEFR: Common European framework of Reference for languages

CET: Cognitive Evaluation Theory

CILT: Centre for Information on Language Teaching and Research

E

ECTS: European Credit Transfer System

EQALS: Evaluation and Accreditation of Quality in Language Services

ESA: Engage, Study, Activate teaching methodology

F

FFI: Form focused instruction

FL(s): Foreign Language(s)

FonF: Focus on form

FonFs: Focus on forms

H

HMI: Her Majesty's Inspectorate

I

IATEFL: International Association of Teaching English as a Foreign Language,

IATEFL ReSIG: IATEFL Research Special Interest Group

IELTS: International English Language Testing System

K

KAG: Knowledge about grammar

KAL: Knowledge about language

KOG: Knowledge of grammar

KOL: Knowledge of language

L

L1: First language

L2: Second language

LA: Language Awareness

LINC: The Language in the National Curriculum Project

M

M: Mean

MFI: Meaning focused instruction

N

NCCLA: National consortium of centres for Language Awareness

NCLE: National Congress on Language in Education

NEST: Native English Speaking Teacher

NNS: Non-native speakers

NS: Native speaker

P

PPP: Present, Practice, Produce

P-S: Pre-service

P-S NESTs: Pre-service native English speaking teachers

P-S NNS: Pre-service non-native speaking teachers

Q

QAA: Quality Assurance Agency for Higher Education

R

RonL+ALF: Reflecting on language and analyse language forms

S

SD: Standard deviation

SLA: Second language acquisition

SLL: Second language learning

SLTE: Second language teacher education

SPaG: Spelling, Punctuation and Grammar

Subq: Subsidiary question

S.V.O.: Subject, verb, object

T

TBLT: task based language teaching

TESOL: Teaching English to Speakers of Other Languages

TLA: Teacher language awareness

W

WW2: World War Two

Z

ZPD: Zone of proximal development

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Introduction

Introduction

Second language (L2) English teaching is a unique form of education because the target language is both the subject matter and the primary means of instruction (Johnson and Poulter 2015). An English teacher's knowledge of language (KOL) and knowledge about language (KAL), where the terminology 'knowledge of' and 'knowledge about' was distinguished by pragmatist James (1890), is critical to create effective teaching and learning environments. KOL is demonstrated through proficient usage and is acquired naturally by native speakers (NS). KAL is demonstrated through explicit knowledge (Svalberg 2015), which is conscious knowledge that needs study to verbalise. KAL encompasses the grammatical, phonological, lexical, pragmatic and sociocritical features of an L2 that are labelled with metalanguage (Ellis 2004).

The grammatical aspect of KAL is the focus of the research. Grammar is something which many linguists consider as 'the invisible central spine which holds everything else together' (Cook 2008 p.23) because it influences all areas of language to create meaning through form, use and rules of syntax (Crystal 2002). As with KOL and KAL, knowledge of grammar (KOG) is acquired by NS and demonstrated through proficient usage (Chomsky 1957, Stern 1983) and knowledge about grammar (KAG) requires study to understand and verbalise.

Within TESOL, grammar learning is something which has not altered over time (Larsen-Freeman 2015). The learning uses traditional grammar and it focuses on accuracy of form, learning rules and completing exercises (Jean and Simard 2011: cited in Larsen Freeman, 2015). TESOL's grammar syllabus has 'persisted' (Thornbury 2018 p.1) through decades of research on methods, approaches and syllabi for effective second language acquisition (SLA). Today, grammar teaching and learning remain a significant feature of L2 English education.

Grammar's persistence within global L2 English classrooms makes knowledge associated with it an essential part of a TESOL teacher's acumen. It is required for the development of teacher language awareness (TLA), which demonstrates that the teacher understands the difficulty learners have in understanding, using and applying the English language (Wright 2002). Commentators consider TLA to be the most important area for pre-service (P-S) and in-service TESOL teachers to develop (Andrews 2003; Andrews 2012; Bartels 2002, Wright 2002).

In TESOL, NS have earned a reputation as being, 'an authority' (Braine 2012 p.3) on language due to proficient usage. The term NS, whilst contested due to changes associated with English as a lingua franca, is taken to mean a person who has inherited English, has a social affiliation with it and a level of expertise which demonstrates a comprehensive grasp (Rampton 1990).However, over 30 years of research has highlighted NS' KAG levels to be weak (Alderson and Horak 2011; Andrews 1995; Andrews 1999; Bloor 1986; Borg 2003; Chandler, Robinson et al. 1988; Myhill, Jones et al. 2013; Sangster, Anderson et al. 2013; Williamson and Hardman 1995; Wray 1993). The similarity of the findings are justifiable and understandable when grammar teaching in UK secondary education is considered because KAG has not been taught since the 1960s (Hudson and Walmsley 2005). KAG is an area of language that NS in the UK typically have not had exposure to or an opportunity to study.

As English is the 'de-facto' Lingua Franca of the world today (Crystal 2002) and the demand for English Language teaching is high, short TESOL courses, from which NS and NNS can gain certification to teach L2 English, dominate. The procedural content of the two most globally recognised short course providers, which are University of Cambridge ESOL (CELTA) and Trinity College London (CTEFLA), have been replicated in UK and American Universities (Hobbs 2013). However, the effectiveness of their content for NS has been questioned, due to the inadequate attention given to explicit language awareness (Borg 2003, Ferguson and Donno 2003, Brandt 2006). In P-S TESOL education, NS' KAG is, 'assumed' (Ferguson and Donno 2003 p.26) and is not studied, which is a concern and needs consideration.

I am a lecturer at a UK university with over twenty years of TESOL experience from working overseas and in the UK. I was educated in a UK secondary school in the 1980s and undertook a P-S TESOL course in the 1990s. During the course's practicum, the level and focus of the lessons to teach were timetabled for us. Three out of six of my one-hour teaching sessions were grammar focused. I had to prepare lessons on the present perfect tense and the future simple-will for intermediate learners, and the 3rd conditional negative for upper-intermediate learners. However, I did not have any KAG to apply to my lesson plans or teaching. I was shocked when I realised that there was a huge linguistic knowledge base that I knew nothing about, because I was an educated NS with a postgraduate degree, albeit in a non-related subject area. The process of trying to learn about grammar during a short course, while creating lesson plans to teach the next day, was an incredibly stressful experience. I successfully completed my certificate without any strong understanding of KAG and within two weeks, I had secured a job in a language school in Southern Thailand. Learning KAG throughout my career, without any foundation, has been a long, difficult and uncomfortable process. I found it unpleasant

and unprofessional not to be able to answer L2 learners' questions competently and became fed up with saying, "I'll get back to you". I believe my experiences would have been a lot different if I had had some KAG education.

The thesis addresses research, educational and personal concerns associated with NS' poor KAG levels upon entry to initial TESOL education by teaching a KAG programme before it. Mixed-method, longitudinal research is undertaken with pre-service native English speaking teachers (P-S NESTs), who study P-S TESOL education in the form of a three-year, minor degree at a UK University. During first year studies, the participants (P-S NESTs and P-S NNS) undertake a 48 contact-hour KAG programme to build declarative knowledge before procedural knowledge is focused upon in the second and third academic years. The research is undertaken through three case studies. The first investigates P-S NESTs' need for the KAG programme, the second examines its influence on KAG levels and perceptions and the third explores its impact on the development of awareness for grammar teaching during the practicum. The overall aim, substantive research question and research questions used within each case study are as follows.

Overall Aim: To show the quantitative and qualitative development of P-S NESTS' KAG.

Substantive research question: What impact does an enhanced KAG focus have on UK P-S NESTs' TESOL education?

Case Study 1 aims to investigate participants' (P-S NESTs and P-S NNS') KAG prior to P-S TESOL education through two research questions, which are:

RQ1: How do participants self-report their KAG awareness?

RQ2: What level of KAG do participants have?

Case Study 2 aims to examine the extent the KAG programme influences P-S NESTs' KAG through two research questions, which are:

RQ3: How do P-S NESTs' KAG levels change?

RQ4: How do P-S NESTs' self-reported KAG awareness change?

Case Study 3 aims to explore the impact the KAG programme has on P-S NESTs' development of awareness for grammar teaching during the TESOL practicum through one research question, which is:

RQ5: How do P-S NESTs demonstrate KAG during the P-S TESOL practicum?

The thesis is presented through seven chapters. Chapter one presents the literature review through four sections. Section one provides an overview of grammar and outlines grammar knowledge required for TESOL. Section two presents historical information about KAG's position in UK secondary and TESOL education between the 1960s and 1999, whilst section three outlines a more contemporary situation, since 1999. Section four discusses KAG research which covers: NS' KAG levels and perceptions, the impact of KAG courses and the need for KAG to develop TLA and grammar teaching beliefs. Chapter two outlines the 48 contact-hour KAG programme, which the P-S NESTs undertake prior to P-S TESOL education and which is the focal point for all the research case studies. Chapter three explains the research design. Chapter four delivers findings from case study 1, which investigates the need for the KAG programme. Chapter five presents findings from case study 2, which examines the influence the KAG programme has on P-S NESTs' KAG levels and perceptions. Chapter six presents findings from case study 3, which explores the impact the KAG programme has on the development of P-S NESTs' awareness for grammar teaching during the TESOL practicum. Chapter seven discusses the findings by making connections with constructivist learning answering the substantive question, which is: What impact does an enhanced KAG focus have on P-S TESOL education? The thesis concludes with a brief discussion about the implications of the research on TESOL education, the limitations of the research and suggestions for future studies.

Chapter One: Literature review

Literature review

1.1: What grammatical knowledge is required for TESOL?

1.1.1: Introduction

Section one provides general information about three areas associated with grammar. It defines what grammar is, outlines grammar knowledge held by NS and explains different grammar frameworks. The grammar framework used in TESOL is made clear.

1.1.2: What is grammar?

The word grammar and what it means to have grammatical knowledge was clarified in the early twentieth century by leading linguists Adamson (Adamson 1907) and Sweet (1892-1898). They agreed that grammar consisted of two knowledge bases, between which there is no relation in knowledge. The first knowledge base is the scientific study of language through grammar (KAG) and the second is the attainment of the art of speaking (KOG). Each stand as independent units, whereby the ability to scientifically study and think about grammar and the ability to use grammar have no impact on each other. Due to the division, an individual can specialise in just one area. Over time, the thinking about what grammar is has remained. The Oxford English Dictionary defines grammar as:

> 'the whole system and structure of a language or languages in general usually taken as consisting of syntax and morphology, a set of prescriptive notions about correct use of a language, the basic elements of an area of knowledge or skill'. (Oxford 2009 p.682)

The definition includes the word 'structure', which is further defined as, 'the arrangement of and relations between the parts of something complex' (Oxford 2009 p.1452) and can be labelled as KOG. The word 'prescriptive' is defined as, 'the imposition of a rule or method' (Oxford 2009 p.1246) or KAG.

1.1.3: NS understanding and use of KOG and KAG

For NS, KOG is innate and acquired from natural exposure. NS can use English without having to give any scientific thought to what is being said, just like we can breathe without needing knowledge of the chemical constituents of air (O.U.2014). KOG is demonstrated by grammatical competence (Chomsky 1964), whereby the rules of language are below a level of consciousness, and an ability to be creative with language is understood (Stern 1983). Acquisition enables NS to intuitively recognise that the words 'the cat sat mat on' are in the wrong order, and that the sentence is incorrect in terms of its ability to deliver a message. The ability to grasp a meaning intuitively, communicate socially, use

language as a function, for example: to dream or create a shopping list, is done without thought. In the field of TESOL, Braine (2012) talks of NS as being seen as an authority on the English language because of acquired KOG, where proficient usage and understanding is demonstrated. However, KOG only forms one-half of the grammar knowledge required for TESOL.

Alternatively, KAG is conscious, explicit, learned knowledge (Andrews 2012) and it stands in complete contrast to implicit, acquired KOG. KAG goes beyond the basic NS understanding of what is correct or incorrect and leads towards a linguistic knowledge base which is 'immense' (Hudson and Walmsley 2005 p.616). Knowledge of metalinguistic terminology is required, for example: words like 'participle, conjunction, the active voice, article and a conditional clause', need to be understood together with the rules for forming English. The rules include: knowledge about the form and use of parts of speech, word inflection, inflection of verb forms for tense, mood, aspect and voice, and the rules of syntax, which reveal how sentences are formed from words. Ellis (2004) uses the term explicit knowledge to mean knowledge about which users have a conscious awareness of and forms part of declarative memory. He created a list of the key characteristics, which demonstrate explicit KAG. The list states that KAG is conscious (it is entirely in contrast to implicit KOG), declarative (it is comprised of rules about language), accessible through controlled processing (it requires time to access declarative facts), verbalizable (in a standard manner using metalanguage or non-technical manner without metalanguage) and learnable, which has been noted to be 'at any age' (Bialystok 1994 p.566). In addition, Malderez and Wedell (2007) tell us that knowledge about something relates to concept development, where engagement, mental activity and effort is required from an understanding that there is more to know.

The independent nature of each grammatical knowledge base is evidenced through research. Birdsong (1989) found children varying considerably in their metalinguistic awareness (explicit knowledge, KAG) but not in their acquisition of linguistic competence (implicit knowledge, KOG). The difference between the levels of each knowledge base had no impact on the children's language use, which demonstrated their independent nature. The lack of explicit, declarative KAG does not alter the ability to acquire implicit KOG and use language proficiently.

1.1.4: Grammar frameworks

Since the mid-20th century, various grammar frameworks have been developed to dissect the English language with the intention to explain its nature. These include: Chomsky's 1957 transformational grammar (Chomsky 1957), which considers grammar to be a system of rules that generate word

combinations through the use of defined operations (called transformations) to produce new simple sentences from existing complex sentences. Halliday's 1970s systemic functional grammar (Matthiessen and Halliday 2009), which focuses on systems of grammar for making meaning. Bresnan and Kaplan's 1970s lexical functional grammar (Kaplan and Bresnan 1982), which focuses on meaning associated with syntax and Gazdar's 1985 generalised phrase structure grammar (Gazdar 1985), which is a framework for describing the syntax and semantics of language. Whilst various grammars have their place, traditional grammar is important for TESOL because it describes how language is used rather than, as the previously mentioned grammars, explain the nature of language. Traditional grammar uses metalinguistic terminology and rules of use for dissection. An understanding of traditional grammar using Standard English is the grammar framework used in TESOL teaching literature for example: reference books (Swan 2005, Parrott 2010), study books (Murphy 1994, Sowton 2012), L2 grammar teaching materials (Nettle and Hopkins 2003, Scrivener 2010) and course books (Soars, Soars et al. 2004, Cunningham and Moor 2005). Therefore, an understanding of KAG is essential to understand published TESOL teaching and learning materials.

1.1.5: Summary

Section one has outlined the two knowledge bases associated with grammar: KOG, which is acquired naturally and without thought by NS, and KAG, which requires formal study. Within the field of TESOL, having grammatical knowledge means having both KOG and KAG, which demonstrate proficient usage and an explicit understanding of the rules and methods of use for pedagogy. Traditional grammar of Standard English is the framework used in TESOL because unlike other versions, it describes how language is used. The framework is used in TESOL teaching, learning and reference materials. Therefore, being a NS and having KOG is not enough for TESOL. KAG is required and needs to be formally studied. So, where do NS learn and study KAG required for TESOL? The question is addressed in section two, which follows.

1.2: UK Grammar education between the 1960s and 1999

1.2.1: Introduction

Section two examines how grammar was positioned in UK NS' secondary school education between the 1960s and 1999. In so doing, it demonstrates how little regard was given to KAG teaching and how factors associated with schools led to the disappearance of NS learning a knowledge base, which is essential for TESOL. In addition, the content of the original form of P-S TESOL education is given, which highlights reasons for not including grammar within it. Then, a reaction to absence of KAG

teaching is presented through events associated with UK NS foreign (or modern) language learning and through the emergence of the TLA movement, which enabled commentators to express reasons for the importance of learning KAG. Finally, discussions associated with grammar's position in L2 English classrooms during the 1980s are presented, which highlight controversies associated with KAG in TESOL.

1.2.2: UK secondary education 1960-1999: Grammar in English syllabi

Explicit KAG teaching was abolished from English subject curriculums in English and Welsh schools in the 1960s, after bitter debates about the purpose of learning it. Commentators argued about the lack of impact KAG had on UK NS' language use, its difficulty to learn (Macauley 1947, Cawley 1958) and its lack of impact on children's writing (Elley, Barham, Lamb + Wyllie,1979 cited in:Hudson 2001). From the discussions, KAG was considered as something which need not be studied and could be 'safely ignored' (Hudson and Walmsley 2005 p.609). However, commentators at the time considered KAG useful for teachers to understand so that constructive help could be given to children when required. In the 1960s, English teaching in both UK primary and UK secondary schools became dominated by literature and creative writing. English literature was considered to provide learners with knowledge that would be of immediate use as it enlarged minds and cultivated cultural tastes (Hudson and Walmsley 2005). From the thinking, English language study became 'a barely visible fig-leaf' (Hudson and Walmsley 2005 p.603). The prescriptive construction of grammar, which enabled NS to gain a clear understanding of correct and incorrect usage, disappeared from UK school English teaching in the 1960s (Crystal 2007).

The removal of prescriptive KAG teaching from the English school syllabi led to thirty years of discussion about it. Conversations were associated with the identification of a drop in schoolchildren's literacy standards. Davie (1972) initiated discussions through his report titled, 'From Birth to Seven' (Davie1972), which highlighted the low levels of literacy found in children and referenced the lack of KAG teaching as a reason for it. The 'Bullock Report: A language for life' (Bullock 1975) followed. It contained two syllabi about English language teaching, where both recommended the return of grammar teaching albeit in a different style from the 1960s prescriptive form. However, as both syllabi failed to mention how English should be taught, nothing materialised from it (Hudson and Walmsley 2005). The Thatcher government (1979-90) introduced the National Curriculum; it was set up in 1981 and made a government policy in the 1988 Education Act. The teaching of English with specific reference to grammar was a main talking point. The 1988 Education Act was prepared through a report called, 'Curriculum Matters' (DES 1984). It introduced the idea of including KAL in English

education and questioned the inclusion of KAG, which caused 'a great deal of disagreement' (Giovanelli and Clayton 2016 p.31). 'The Kingman Report' (DES 1988) followed and supported the inclusion of teaching prescriptive KAG. However, 'The Cox Report' (DESWO 1989) pointed out that the teachers probably would not be able to teach prescriptive grammar because they had not received education about it themselves. So instead, it recommended the teaching of descriptive grammar. The content was to cover four areas, which should: (1) be in a form, which describes language in use, (2) be relevant to all levels of syntax; from sentence level to large bodies of work, (3) demonstrate the difference between spoken and written English and (4) be a part of a wider language study syllabus, where descriptive grammar compares texts from different sources of genre. Suggestions in 'The Cox Report' (DESWO 1989) were used for English teaching in the 1988 National Curriculum for English. However, unlike other subject areas, which were set up at the same time, the English curriculum proved to be problematic and was continuously re-addressed.

The third version of the National Curriculum for English was produced in 1999 (DfEE 1999). It included standard and non-standard forms of descriptive grammar, which were embedded as part of a wider English syllabus that looked at pronunciation and social and regional variation. The standard grammar exemplified correctness whilst the non-standard version did not conform to educated NS' grammar usage. Errors such as, for example: the subject-verb agreement (they was), the formation of the past tense (have fell, I done) and the formation of adverbs (run quick) needed to be tolerated. However, the reason to include grammar was to eliminate bad grammar (Hudson and Walmsley 2005), which had been contradicted. Therefore, teachers were in a difficult situation because prescriptive explanations were advised for children who could not pick up standard grammar forms and younger teacher had very little to be able to explain. (Hudson and Walmsley 2005). During 1999, the government identified a grammar skill deficit in teachers and recommended that teachers undertake self KAG study to ensure explicit grammar explanations could be given. However, the recommendation was resisted by teachers because of time factors and then later disregarded by government (Hudson and Walmsley 2005). So whilst the National Curriculum (DfEE 1999) was useful for identifying the importance of KAG in English education, it did very little to ensure UK school teachers had KAG to include in their teaching. The curriculums stated its requirement without consideration that teachers had not been taught it.

Hudson and Walmsley (2005) tell us that all four of the curriculum statements that were produced for teaching English in schools since 1981 included the teaching of grammatical knowledge in some form. However, crucially because no policy made its teaching compulsory, it was never tested so teachers

avoided it. Therefore, UK NS who were educated between the mid-1960s and mid-1990s were taught little or no grammar and according to Crystal (2007) have an unsystematic and vague appreciation of sentence structure and 'little understanding of grammatical terminology' (Crystal 2007 p.230).

1.2.3: The origins of TESOL education

TESOL courses originated in the 1960s through the work of John Haycraft, the International House (IH) founder (Haycraft 1988). Haycraft strove to promote international understanding through learning and teaching and he designed a course for his own school to ensure his ideas were put into practice. His P-S teachers received education about the practicalities of teaching, which included classroom and teaching management. Participants gained an 'IH Certificate', which enabled them to teach L2 learners English from a short course. The course was radical at the time as its approach encompassed lively new ways of teaching English through drama and role-playing. The P-S teachers took learners out of the classroom: on trips to theatres and house letting agencies, so that real English for living and functioning in an English speaking environment could be experienced and understood (Sampson 1996). Declarative subject knowledge was not included in the course. Was it because P-S teachers arrived with declarative knowledge from pre-1960s secondary school education? Was the understanding of KAG assumed and taken for granted? The content of the original TESOL course reflected the mood associated with prescriptive grammar teaching in UK schools in the 1960s and was not included. Its unique nature ensured teaching methods moved away from traditional forms of study, which had been prevalent throughout schools.

Haycraft's, 'IH certificate' became the blueprint for initial teacher education run by the Royal Society of Arts (RSA). Administrative responsibility was transferred to The Cambridge Certificate in English Teaching to Adults (Cambridge CELTA) in the 1980s (Duff 1988) and Trinity CertTESOL emerged as a course alternative. During the 1980s, P-S NESTs were considered authorities on the appropriate form, meaning and usage of English (Phillipson 1992), which was as a result of their KOG.

1.2.4: UK foreign language learning and the emergence of language awareness

In addition to previously mentioned controversies about schools' English curriculum content, additional grammar debates associated with school's foreign language study emerged in the 1990s. Discussions revolved around the same issue, which was the difference between an implicit and explicit understanding of language. In terms of foreign language learning, the general belief was that explicit KAG was required by schoolchildren to understand how language works and to create language learners (Hudson and Walmsley 2005). From the discussions, the term 'Language Awareness' (LA) (Hawkins 1992 p.15) emerged.

Hawkins (1992) tells us that the term LA was put on the international agenda for language education in 1992 and it gained recognition through the formation of two notable bodies: The Association for LA and the LA Journal. The Association for LA grew from concerns not only about the growing number of illiterate schools leavers but also from poor levels of achievement in foreign language (FL) learning (Andrews 2012). Hawkins (1987) described LA in his such-named book, where he provided an intellectual framework for FL teaching for teachers who lacked prescriptive KAG. He pointed out that failings to learn FLs were linked to the failures of teaching English as a mother tongue as the development of LA was not fostered (Hawkins 1992). The lack of KAG contained within English teaching frameworks gathered increasing criticism from within The LA Association. Commentators expressed that in order to demonstrate LA, language education needed to include 'some explicit understandings and knowledge of the nature of language' (Mitchell, Brumfit et al. 1994 p.2: cited in Andrews, 2012 p.10) and it was to be studied alongside usage skills. It was believed that explicit understanding was needed to create language learners, who understood how language worked, rather than encouraging rote learning, which led to an elementary use of language (Hudson and Walmsley 2005). If KAG had been studied though English syllabi, then UK schoolchildren would have an understanding of grammatical metalanguage, for example: verb, noun, adjective, the subject and object of a sentence to take to FL lessons. It was felt that comparisons and differences with other languages could be noted from such understanding. However, as KAG was unknown, it was not possible. UK FL teachers needed to teach their subject without the children having a framework of traditional grammatical terminology, which was something they 'lamented'. (Cook 2008 p.21)

Carter's (1994) definition of LA summarised five areas required by learners to develop an understanding of language. The areas covered: (1) the properties of language, for example, double meanings, (2) the language's position within a culture demonstrated by learning to read and (3) the cultural properties, for example, idiomatic expressions. In addition, (4) the relationship between the form and meaning by understanding systematic patterns of a language system and (5) the relationship between language and ideology (Carter 1994: Cited in Andrews 2012).

Whilst Carter's (1994) list focused on the learner and KAL, point (4) acknowledged the understanding of explicit grammar, which continued to divide opinion about how grammar should be used in L2 English teaching (Krashen 1981, Larsen-Freeman and Long 1991, Ellis 1994, Andrews 2012). Andrews (1994) contributed to the debates by focusing on the teacher and specific areas of grammar that were required for LA development for grammar teaching. He argued for the development of teachers' knowledge, during a time when discussions focused on learners' needs. He stated the importance of teachers having a high level of explicit grammar knowledge, 'whether or not that teacher believes in

the value of learners' developing such knowledge.' (Andrews 2012 p.16). Andrews (1994) identified, through a survey given to NS' teacher trainers working with P-S NESTs on P-S TESOL education courses, grammatical areas which impact on teachers' teaching behaviour and are required for the development of TLA. From the survey, the following criteria were produced:

1. 'Knowledge of grammatical terminology
2. Understanding of the concepts associated with the terms
3. Awareness of meaning/language in communication
4. Ability to reflect on language and analyze language forms
5. Ability to select and grade language and break down grammar points for teaching purposes
6. Ability to analyze grammar from learners' perspective
7. Ability to anticipate learners' grammatical difficulties
8. Ability to deal confidently with spontaneous grammar questions
9. Ability to explain grammar to students without complex meta language
10. Awareness of 'correctness' and ability to justify an opinion about what is acceptable usage and what is not
11. Sensitivity to language/awareness of how language works' (Andrews 1994 p.75,cited in: Andrews 2007 p.35)

The criteria provided a useful inventory of grammar knowledge required by teachers. However, it also outlined the challenges UK NS faced, who had not received explicit KAG education to take onto P-S TESOL education. Points 1, 2, 4, 5, 8 and 9 refer to an explicit understanding of KAG. Points 1 and 2, where grammatical terminology and the reasons for use are required, need to be learned and studied explicitly. Points 4 and 5 involve the breaking down of language into component parts, for which metalanguage is required.

For example: the present perfect continuous tense, He <u>has</u> (present auxiliary verb to have) <u>been</u> (past participle of the verb to be) <u>walking</u> (present participle) the dog.

Points 8 and 9 require a strong understanding of metalanguage, together with the form and use of parts of speech, so that language can be explained without using complex terminology and importantly, in accordance with the learners' needs (Andrews 2001). Points 3, 10 and 11 encompass NS natural language capabilities. Point 3, where the meaning of communication is required is something a NS can demonstrate from natural acquisition. NS have been brought up not to think about how language works but how to implicitly interpret messages (Richardson 2016). Point 10, where a correctness of language is required, can be referred to the standard and non-standard forms of English, which educated NS would understand (Hudson and Walmsley 2005). Points 6 and 7 refer to cultural

awareness and include understanding of differences between language structures, for example, English has a subject, verb, object (S.V.O.) structure, where patterns of L1 interference can be identified in different languages (Swan 2005). Andrews (1994) demonstrated how a teacher's KAG impacted on pedagogical practice and highlighted the significance of teachers having KAG.

1.2.5: Grammar teaching in TESOL

Grammar has always been a part of TESOL, it is fundamental to language and without it, language would not exist (Nassaji and Fotos 2011). Despite its fundamentality, the teaching of grammar is the most controversial area in the field of language pedagogy (Nassaji and Fotos 2011) and according to Kelly (1969) has been since the beginning of language teaching.

Nassaji and Fotos (2011) tell us the controversy has always been about how grammar is positioned in learning; explicitly through formal presentation or implicitly through exposure to meaningful language. From theoretical and empirical developments in the field, grammar teaching can be viewed as an instructional process, which is positioned within three teaching methods. The methods are: (1) with an exclusive focus on grammar, (2) with a focus on meaningful communication to enable grammar constructions to emerge and (3) with a focus that combines grammar and meaning (Nassaji and Fotos 2011). What is evident is that grammar has always shaped L2 English learning and teaching.

Teaching with exclusive focus on grammar was used throughout the 20th century. It is visible through the numerous grammar-based syllabi produced during the time, for example: the Grammar Translation Method, the Audio-Lingual Method, the Reading Approach, the Oral and Situational Method, the Silent Way and Total Physical Response (Larsen-Freeman and Anderson 2013). The earliest of these, the Grammar Translation Method taught grammatical metalanguage deductively through an explicit explanation of rules, which was then used to translate texts from the L2 (English) into the L1. The Audio-Lingual Method taught grammatical structures in a linear manner through rote learning and repetition. An underlying assumption of traditional grammar based approaches was that language consisted of a series of grammatical forms which could be acquired in a specific order (Nassaji and Fotos 2011).

However, the assumption received much criticism from commentators who felt grammar-based syllabi did not address the communicative needs of learners. Krashen (1981) did not support explicit grammar teaching. He made a distinction between the learned system and acquired system, which claimed that explicit grammar education could only alter, and could not be turned into acquired

knowledge, an opinion which is supported by Paradis (2009). Prabhu (1987) tried to prove that L2 learners could acquire grammar naturalistically from participating in meaning-focused tasks. Long and Crookes (1992) considered task-based language teaching combined with a focus on form (FonF), which gives attention to linguistic form during communication, (Long 1991) as a viable way to organise teaching and learning opportunities. Further research by Ellis, Basturkmen and Loewen (2001) found FonF in CLT more effective when students rather than teachers initiated questions about language forms. Taking a slightly different perspective, Ellis (2002) commented in terms of consciousness-raising. He supported the understanding of grammar for L2 learning so felt attempts to isolate a grammatical form during communication was beneficial to learning.

In the 1980s, focus was placed on developing L2 learners' communicative abilities. Allwright (1976) suggested that teaching comprehensively for communicative competence would develop linguistic competence, whereas teaching for linguistic competence would not. Littlewood (1981) produced teaching materials to help learners acquire general communicative ability for everyday situations. In addition, a number of Communicative Language Teaching (CLT) curriculums were initiated, which included: notional-functional curriculums (Brumfit 1984, DiPietro 1987), which focused on the learning of functional language, for example: greetings and requests and process-based curriculums (Breen and Candlin 1980, Breen 1984), which focused on providing L2 learners with the language needed to complete a task, for example: by giving key sentences to produce a piece of writing on demand. Also included were procedural curriculums (Prabhu 1984), which focused on completing a task by following instructions and task–based curriculums, where the focus was on communicating to solve a problem or complete a task, for example, to produce a plan for a party. In each of the curriculums, language was organised into how it is used, rather than how it is formed (Wilkins 1976), which took the study focus away from grammar.

The introduction and use of CLT curriculums during the 1980s weakened the status of grammar teaching (Nassaji and Fotos 2011). However, it was at a time when strong empirical evidence was being produced to demonstrate the positive influence of drawing learners' attention to linguistic forms. Opponents to Krashen (1981) argued that L2 learners first develop explicit knowledge, which becomes proceduralised and automated through communicative practice (Anderson 1995, DeKeyser 2007). Additional commentators criticised communicative curriculums because of the lack of attention given to KAG (Long 1983, Larsen-Freeman and Long 1991, Ellis 1994). From the conversations, a third instructional process was introduced which combined both grammar and meaning. Around the mid-1980s, grammar teaching moved away from an exclusive focus on meaning from the realisation that

attention to grammatical form was required in order to develop levels of L2 learner accuracy (Harley and Swain 1984, Ellis 2003). Communication-based approaches began to be distinguished as being either weak or strong, depending on the visibility of explicit grammar within them (Howatt 1984). The weak form saw grammar taught in a controlled manner before being practised communicatively, for example, the three stage 'Present, Practice and Produce (PPP)' method. In stage one, the teacher introduces the grammar point, stage two focuses on learners undertaking accuracy exercises and stage three focuses on fluency, where learners produce the new language communicatively alongside pre-known language. Alternatively, the strong form sees meaning have more focus, and grammar referred to when it is needed. It is where explicit grammar facilitates L2 learning when implicit learning is unsuccessful (Ellis 2006).

Within both weak and strong forms of CLT, the grammatical knowledge base of the teacher is crucial. Within the weak form, KAG can be prepared prior to teaching. Teachers can undertake a language analysis to ensure all areas of knowledge associated with the grammar point are explored before the lesson takes place, which include: the form, use and meaning of the grammar point and potential conceptual, grammatical, phonological and orthographical problems associated with it. Alternatively, in the strong form, KAG needs to be a part of the teachers' knowledge in order to deal with L2 learners' errors when they arise. Teachers need to react to errors and requests for help.

Commentators support the fact that within strong, meaning focused CLT, positive learning can emerge from drawing learners' attention to linguistic forms (Long 1991, Ellis 1994). Larsen-Freeman and Long (1991) claimed that whilst explicit grammar may not have a direct impact on the sequence of acquisition, it does impact on the rate of acquisition and attainment of levels of accuracy. Norris and Ortega (2001) support the claim and believe a specific focus on grammar results in substantial learning gain, which is sustainable.

1.2.6: Summary

Section two has given an account of the historical position of grammar teaching in UK secondary education between 1960 and 1999. It was a time when the explicit teaching of KAG was not initially viewed as useful for NS' language development and was discouraged. Years of debate associated with KAG's teaching demise occurred because of the observed drop in UK NS' literacy levels and problems with UK NS' FL learning. Despite continuous discussion, explicit KAG was not formally re-introduced into UK English language teaching syllabi. The content of the original TESOL course did not include KAG teaching and mirrored the mood associated with its learning during the 1960s. Debates on approaches and methods used to teach L2 English since the 1980s have been presented, where

differences in methodologies included grammar being taught either explicitly or implicitly. What is apparent is that whilst the position of grammar has always been controversial, it has always formed a part of L2 English education. However, the scenario is very different from the thinking associated with grammar education for UK NS' schoolchildren. In the field of TESOL, an explicit understanding of grammar is considered by some to be essential for sustained learner development. Despite all the discussion, one features remains stable. UK NS were not given an opportunity to learn KAG in any area of education, neither in secondary school nor in P-S TESOL education.

1.3: KAG's position in UK secondary and TESOL education since 1999

1.3.1: Introduction

Section three examines more contemporary situations associated with NS' KAG education and it discusses study opportunities. Today English is the world's lingua franca, which has led to an exponential global demand for L2 English instruction and effective teacher education for both NS and NNS. The content of contemporary TESOL education is discussed in terms of its KAG input, where very little time is dedicated to ensuring that an explicit understanding is gained. In addition, the importance of KAG for the development of teacher language awareness (TLA) and grammar teaching beliefs in TESOL are included.

1.3.2: English as a Lingua franca

As a result of globalisation, English has become the world's lingua franca and the situation will remain for the foreseeable future (Crystal 2003). The number of English speakers worldwide is increasing rapidly (Crystal 2010;Graddol 2006), which has led to the international demand for studying English to reach an unprecedented level. The British Council estimates there are 1.55 billion English learners around the world, and at least 17 million English teachers (Freeman 2018). Razavi stated that in 2013, there were more than 100,000 native English speaking teachers in China alone (Razavi 2013). It is because of the plentiful employment opportunities that TESOL has become a popular route for both NS and NNS to pursue.

1.3.3: Contemporary P-S TESOL Education

In the UK, P-S TESOL education is undertaken after secondary school. These are two separate and independent forms of education, which have no influence on each other. The Cambridge Certificate in English Language Teaching to Adults (CELTA) and Trinity College London CertTESOL courses are the two most globally recognised initial teaching qualifications by both public and private teaching institutions around the world. They have similar syllabi and requirements, for example, both require six hours of assessed teaching practice and both are rated at level five by a UK Qualifications

framework Ofqual (Office of the Qualifications and Examinations Regulation). CELTA alone has 300 approved CELTA study centres in more than 70 countries (Cambridge English 2017).

Similarities can be identified between the content of the Haycraft's (1988) original TESOL course and contemporary versions delivered by CELTA and Cert TESOL. In addition, due to the success of the courses, the content is delivered by alternative P-S TESOL education providers (Hobbs 2013) in the UK and America. As like the original, the course remains procedural in nature where the content covered includes: approaches to lesson planning, classroom management, using materials, assessment techniques, pedagogical training (Richards 2008), ensuring lessons focus on the needs of the L2 learner (Freeman and Johnson 1998) and reflective accounts on live teaching practice (Borg 2009). Overall, the aim of the short course is to provide individuals with the basics of teaching from which they can develop professionally, whilst in employment (Tsui 2003).

1.3.4: Gaining initial P-S TESOL certification

The suitability of contemporary P-S TESOL education for UK P-S NESTs has been questioned because of its lack of KAG content and from expectation that KAG is known (Ferguson and Donno 2003, Tsui 2003, Hobbs 2013). The following section takes statements from Cambridge English (2014) to demonstrate one example of the generic nature from which models of TESOL education are formed (Hobbs 2013). The intention is not to criticise the work of globally recognised CELTA courses (or similar alternatives, for example Cert TESOL) but to reinforce the lack of attention paid to educating P-S NESTs with KAG.

Cambridge English (2014) developed a teaching framework, which set out key competencies for different levels of teaching proficiency. The statements divide a teacher's ability into five levels of development, from foundation to proficient. Within the 'language systems' section, there is a statement about giving explicit attention to language in teaching, which is supported by commentators' references. It states, 'It is widely recognised that second/foreign language learning in the classroom is enhanced by explicit attention to language systems' (Batstone & Ellis 2008, Ellis 2006, Spada & Lightbown 2008: cited in Cambridge English 2014). In the 'teacher's language ability' section, it states: 'A teacher's linguistic competence and their language awareness are separate constructs (Andrews 2008) and one does not necessarily presuppose or predict the other; such that a teacher with high-level linguistic proficiency may have basic language awareness, and vice versa' (Cambridge English 2014). The statements outline that an explicit understanding of language is required. However, it also states, through Andrews (2008), the difference between implicit and explicit language

knowledge. So, why are NS KAG' levels not being addressed within the content of the P-S TESOL (CELTA) course, which is predominately procedural in nature?

The CELTA course was designed for NS as reflected in the 1988 RSA/CELTA Cambridge CTEFLA syllabus statement, which states, 'candidates should have a standard of English , both written and spoken, equivalent to that of an educated native speaker for whom English is a first language' (cited in: Johnson and Poulter 2015 p.183). Within the statement, there is no reference to an understanding about how language works.

Today, due to the global dominance of English (Crystal 2003), initial training courses have grown in status among NNS teachers (Anderson 2015) and globally NNS outnumber NS (Canagarajah 1999). However, CELTA still has a generic entry criterion for NS and NNS, which states that candidates must 'have an awareness of language and a competence in both written and spoken English, which will enable them to undertake the course and prepare for teaching a range of levels' (Johnson and Poulter 2015 p.184). CELTA stipulates the use of Standard English for teaching and learning. Trudgill and Hannah (2002) define Standard English as, 'the variety of the English language ... normally spoken by 'educated' speakers ... It refers to grammar and vocabulary (dialect) but not to pronunciation (accent)' (Trudgill and Hannah 2002 p.110). The use of Standard English is seen as a pragmatic need as it is a standard or a neutral form from which to operate. It is necessary for learners to have a guideline from which to orient themselves (Gnutzmann 1999) and to compare alternative forms of the language with (Train 2003).

When comparisons are made between NS and NNS, NNS entry onto TESOL education is demanding. It is relatively easy for a NS to demonstrate '... awareness of language and a competence in both written and spoken English' (Johnson and Poulter 2015 p.184) from natural acquisition and innate KOG. However, NNS need a language level of C2 or a high C1 on the Common European Framework of Reference for Languages (CEFR) (Cambridge English 2014 p.9), a level which is given to proficient or expert NNS users of English. The European Profiling Grid, developed by Evaluation and Accreditation of Quality in Language Services (EAQLS) (EAQLS 2013 p.3) outlines competencies required for language teaching. It suggests that NNS candidates with a C1 level of English would be competent in providing correct models and forms of usage for all levels of language learners apart from C2 learners. The rigorous NNS entry criteria, where a high level of linguistic competence and KAL is required shows a stark difference between the participants. NNS motivation and levels of self efficacy far exceed levels from NS because of the time spent learning English and 'language proficiency will always represent

the bedrock of their professional competence' (Murdoch 1994 p.252). From the demand for high standards of English proficiency placed on NNS, they are deemed to have a distinct advantage over NS whose linguistic skills and KAL are less well developed (Johnson cited in:Johnson and Poulter 2015).

What is evident is that NS are able to enter onto forms of P-S TESOL education from fullfilling an entry criteria which favours natural capabilities. NS are also able to become certified as a TESOL teacher by completing a prodecurally based course. Questions have been raised about the effectiveness of CELTA, Trinity CertTESOL and equivalent courses for NS because of the inadequate attention given to explicit language awareness within them (Borg 2003, Ferguson and Donno 2003, Kanowski 2004, Brandt 2006, Hobbs 2013). Within a typical CELTA course, only 4 hours out of 130 hours are dedicated to explicit language instruction (Hobbs 2013). Its implicit nature favours NS and assumes pre-existing explicit language knowledge, which is problematic (Ferguson and Donno 2003) because NS do not have KAG education in UK schools.

Cajkler and Hislam (2002) express their lack of surprise when NS candidates enter onto P-S TESOL education with very little KAG or have no confidence in their knowledge because of the unsystematic and implicit manner in which secondary schools teach it. Borg (2009) informs us that NS have not had the opportunity to observe what grammar is or how it works. Richardson (2016) commented on the lack of LA held by NS during her IATEFL conference speech in Birmingham and asked for P-S TESOL educational providers to re-think the language component for NS. She pointed out that NS are not concerned about language use, due to levels of competency gained by just picking it up. (Richardson 2016)

1.3.5: Current grammar teaching in UK schools

The current policy for UK English secondary school teaching is the 2014 version of The National Curriculum (DfEE 2014). It includes the teaching of grammar and coincides with the introduction of the Spelling, Punctuation and Grammar test (SPaG test) for primary school children, which aims to ensure an early introduction to grammar. However, critics argue about the purpose of the grammar inclusion as its aim is to improve writing rather than provide learning of the subject, 'it provides little sense of exploration, of pleasure in knowing for its own sake' (Bell 2016 p.161). The focus is on grammatical enquiry, where the effect meaning has on communication is taught to enable an understanding about the consequence of a linguistic choice (Crystal 2018). In addition, Hudson (cited in, Giovanelli and Clayton 2016) tells us that the inclusion of grammar in the curriculum, which claims the teaching of it and children's understanding about it will improve, must be taken as anecdotal

because English schoolteachers are reluctant to teach grammar, which makes grammar's future position in syllabi uncertain.

1.3.6: Contemporary terminology used to teach grammar in TESOL

Conversations about the position of grammar in TESOL were historically associated around separating instruction between linguistic form or linguistic meaning (Williams 2005). Within more contemporary SLA debates, grammar or meaning based curricula encompass Long's (1991) work, which is referred to as form-focused instruction (FFI). FFI is an umbrella term for 'any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form.' (Ellis 2001 p.1). FFI consists of two broad types: focus on form (FonF) and focus on forms (FonFs) (Long 1991, Long and Robinson 1998).

FonF has 'no uniform definition' (Graus and Coppen 2016 p.576). Long's (1991) original definition saw grammar taught reactively in accordance with L2 learners' needs. However, Ellis (2001, cited in: Graus and Coppen 2016) reconceptualised FonF so that the grammar input is planned following a needs analysis before the L2 learners are taught. Both Ellis (Ellis 2001) and Long (Long 1991) agreed that FonF gives attention to linguistic structures within communicative, meaning–focused activities (Loewen, Li et al. 2009)

In contrast, FonFs conceptualises learning through the building of linguistic structures, in a setting that is not primarily communication orientated. It draws on traditional KAG teaching approaches (Graus and Coppen 2016), where grammar can be presented implicitly or explicitly. Explicit instruction can take place inductively or deductively. Inductive instruction requires L2 learners to work out grammar rules for themselves. Alternatively, in deductive instruction, the L2 learners are presented with the grammar, which is then practised.

Another component of FFI is meaning-focused instruction (MFI), 'MFI is based on an assumption that, like first language (L1) acquisition, L2 acquisition occurs unconsciously and implicitly' (Loewen, Li et al. 2009 p.92). It focuses on the communication of meaning and rejects learning grammar through a belief it does not develop the L2 learners' language (Loewen 2011).

What is evident in contemporary TESOL education is that grammar based teaching approaches are used and are something which have been supported over time (Long and Crookes 1992, Ellis, Basturkmen et al. 2001, Ellis 2002). In terms of P-S TESOL education, D. Willis (1996) states that the grammar based PPP model is 'so widely accepted that it now forms the basis of many teacher training

courses' (Willis and Willis 1996 p. v). Anderson (2016) tells us that the grammar based PPP model has endured due to its practically and usefulness. PPP has a defined structure, which is useful for P-S education because grammar can be planned before delivery.

1.3.7: TESOL grammar teaching beliefs

The number of different ways grammar can be included in lessons produces a confusing scenario for TESOL teachers as they have to develop their own beliefs about teaching it (Graus and Coppen 2016). Beliefs motivate teachers' actions and influence instructional decisions (Isikoglu, Basturk et al. 2009). In addition, they enable the teacher to verbalize why a form of instruction is being undertaken. Kagan (1992) tells us that P-S TESOL teachers' beliefs are crucial as they may give an insight into a teacher's growth. Burgess and Etherington (2002) tell us that teachers take two factors into consideration when making grammar related decisions, which are associated with learners' expectations and personal past experiences of grammar learning. The findings are linked to Lortie's (1975) theory named 'the apprenticeship of observation'. He stated that P-S teachers arrive onto education courses with preconceived ideas of what teaching is because of spending thousands of hours observing it as schoolchildren and therefore evaluating professionals in action. Most notably, he argues that school day observations become a default position on how to do something. However, UK NS do not receive KAG education in school and only a very limited amount in P-S TESOL education, so no default position is in place. Basturkmen, Loewen and Ellis (2004) examined teachers' beliefs in association with their practices. They found contradictions in those who believed in a communicative, focus on form approach, but were unable to deal with unplanned grammar questions.

1.3.8: TESOL grammar teaching and TLA

Within contemporary TESOL, TLA is considered to be the most important area for P-S and in-service teachers to develop (Andrews 2003; Andrews 2012; Bartels 2002, Wright 2002). Having TLA demonstrates that the teacher understands the difficulty learners have in understanding, using and applying the English language (Wright 2002) and as 'the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively.' (Thornbury 1997 p.x). The more LA a teacher has, the better equipped we are to deal with numerous classroom circumstances, which include: the anticipation of learning problems, the production of appropriately levelled lesson plans, and course book and syllabus material adaptation to address specific learner needs. In addition, the teacher needs to deal satisfactorily with errors, field learners' enquiries, identify areas where additional knowledge can be given, earn the confidence of learners by having grammatical terminology and be able to present new language clearly and effectively (Cook 2008). A great deal of KAL is required for the development of TLA which includes: KOG, KAG, vocabulary, phonology,

discourse and pedagogical content knowledge (PCK), which involves learning to apply KAL to teaching (Andrews 2003). However, grammar is considered the area which holds everything together (Cook 2008). Andrews refers to TLA as 'science' (Andrews 2012 p.7), which indicates that teachers need to possess the correct knowledge base to have the ability to teach.

1.3.9: Summary

Section three has given information about the increasing global demand for L2 English teachers, both NS and NNS, due to English being the world's lingua franca. Criticisms associated with the content of globally recognised TESOL certificate providers, which are replicated in UK and American universities have been spoken about. The entry criteria favours NS natural capabilities and their procedural content makes it relatively straight forward for NS to successfully gain certification. The 2014 National Curriculum (DfEE 2014) for English teaching in UK secondary schools includes grammar and focuses on meaning of communication, which avoids KAG. The default position from observations as schoolchildren on how to teach grammar is therefore not observable. The need for KAG to develop both TLA and language teaching beliefs has been outlined. Therefore, despite the importance of KAG for development as a teacher, NS are not given the opportunity to study, learn or observe it in any form of education.

1.4: Research associated with NS' KAG

1.4.1: Introduction

Section four discusses research associated with NS' KAG. A number of areas are covered, which are: P-S NESTs' KAG levels, P-S NESTs' KAG perceptions and the impact a pre-KAG course has on teachers' KAG for pedagogy. In addition, the importance of KAG for the development of TLA and grammar teaching beliefs is included.

1.4.2: Research examining P-S NESTs' KAG levels

Initial research to investigate P-S NESTs' KAG levels brought to a UK university from secondary education was undertaken by Bloor (1986). The research initiated from the thinking that P-S modern language teachers should know about language and be able to talk and write about it. He designed a four-part questionnaire to examine 'Students' Prior Awareness of Metalinguistics' (Bloor 1986 p.157) or the SPaM questionnaire, as it is commonly referred to. It was given to NS who had gained a University place from appropriate 'A' level language study.

The questionnaire aimed to give 'students the opportunity to display their familiarity with grammatical terms and concepts and related issues' (Bloor 1986 p.158). It included sections, which asked for parts of speech to be labelled, identified and produced, and included questions for the students to explicitly state how they felt about their grammar knowledge. Findings demonstrated that the students

showed, 'fairly widespread ignorance' (Bloor 1986 p.159) especially when identifying and labelling parts of speech. Negative findings were reinforced by the students' written responses about their feelings about grammar knowledge; 11% indicated feelings of confidence, 46% feelings of worry and 40% feelings of inadequacy (Bloor 1986). However, the research paper does not clearly state whether the students were asked about their feelings before or after the grammar test had taken place or whether test results had been given.

Since Bloor's (1986) initial research, further examinations of P-S NESTs' KAG levels found similar results. Collectively, research undertaken between 1986 and 1999 (Chandler, Robinson et al. 1988; Wray 1993; Andrews 1995; Williamson and Hardman 1995; Alderson, Clapham and Steel 1997; Andrews 1999) found trends of inadequate grammatical knowledge held by P-S NESTs. Borg (2003) tells us that the findings are a cause for concern due to the importance of the knowledge for teaching.

More recently, Harper and Rennie (2009) undertook research to find the gaps in Australian P-S teachers KAL in a paper titled,' "I had to go out and get myself a book on grammar": a study of pre-service teachers' knowledge about language' (Harper and Rennie 2009 p.22). Questionnaires were used to ask volunteer participants to demonstrate knowledge about parts of speech and sentence structure along with other areas of KAL. The questionnaire found that the students had a limited ability to analyse parts of speech and sentence structures and knowledge of metalanguage did not extend past labelling a noun, verb and adjective. Findings demonstrated that participants had a superficial understanding of grammar and a lack of grammatical metalanguage to discuss the relationship between form and meaning.

Alderson and Horak (2011) researched P-S NESTs' KAG levels at a UK University and found that grammatical knowledge, particularly that associated to grammatical terminology was limited. Findings were compared with Bloor's (Bloor 1986) original work and contextualised with NNS findings. Results showed a general reduction UK P-S NESTs KAG levels since 1986 and also that NS' KAG levels were weaker than NNS.

Andrews (2012) undertook a comparative study, which examined the differences between NS and NNS novice teachers, where both groups were qualified with one year of TESOL experience. Findings identified that NNS had a stronger ability to use and produce metalanguage and explain errors. Also, Webb (2016) undertook a small scale comparative study to examine P-S NESTs and P-S Turkish teachers' KAG levels upon arrival to TESOL education. Results demonstrated P-S Turkish teachers had

a significantly higher KAG level than P-S NESTs, who had undertaken UK secondary education, in terms of demonstrating ability to identify, label, define and give examples of parts of speech and to demonstrate knowledge of and about verb tense forms. Importantly, the study highlighted the lack of impact UK secondary school grammar education has on preparing P-S NESTs for P-S TESOL.

To conclude, research findings, which span over thirty years, result in the same conclusion; NS lack KAG, grammatical metalanguage is a particular problem and the problem is heightened when comparisons are made with NNS. However, the results are not considered surprising as NS have not had any linguistic exposure to the linguistic knowledge base (Borg 2009). NS educated between the 1960s and 1999 received no KAG education in secondary education, and since 1999, grammar teaching has had a descriptive focus. However, how aware are NS about their lack of KAG as a result of acquiring and using language proficiently? How do NS perceive their grammar knowledge? The questions are addressed in the next section.

1.4.3: Research examining P-S NESTs' perception of KAG

Deci, Koestner and Ryan (2001) tell us that external events or motivational inputs, for example: the ability to complete a task or gain positive feedback about something, influence a person's perception of competence. They draw our attention to the Cognitive Evaluation Theory (CET), which outlines that individuals possess an innate psychological need for competence. Therefore, we can question if NS have a need to gain competence in KAG; because due to proficient usage from natural acquisition, KAG is not needed to be competent. Bandura (1993) states that individuals' cognitive actions are shaped initially by thought and that a belief in efficacy is created by individual scenarios. The ability for NS to use grammar is unquestionable from KOG. However, does the ability act as an external motivational input, which influences their belief in grammar ability as a whole? How do NS perceive their grammar abilities? Are their perceptions an accurate reflection of ability?

Sangster, Anderson and O'Hara (2013) undertook research to explore perceived and actual levels of KAG brought to a university P-S teacher education course from Scottish secondary schools. Findings showed that levels of linguistic knowledge were 'generally low' (Sangster, Anderson et al. 2013 p.239) when compared with the participants' positive perceptions of it, which were collected before a test.

Webb (2016) compared UK P-S NESTs and Turkish NNS perceptions of KAG before and after a KAG test. Pre-test findings found the majority of NS felt confident in their abilities from an external motivational influence, for example: from a person in authority or from completing a task, for example, by passing

an exam. NS' perceptions were formed from external sources. Alternatively, the majority of NNS perceived their KAG to be good from intrinsic motivation. Following a KAG test and receipt of individual marks, all P-S NESTs changed their feeling of perception to poor, which gave a clear indication that KAG was unknown. However, NNS kept their initial response and therefore demonstrated an understanding of KAG and levels of competence in using it.

Findings from the small-scale studies demonstrate that NS lack an understanding of KAG, which is heightened through their incorrect perceived understanding and comparisons with NNS. It is apparent that NS need KAG education. The next section looks at research, which outlines NS results from studying KAG as an individual course.

1.4.4: Research examining the impact of a KAG course

Research associated with the impact of KAG courses taken prior to teacher education present negative findings. Borg (2006) informs us that the anticipated transfer of gaining KAG in a pre-course to its use in practice does not always occur because teaching involves a lot more than just KAL. Hislam and Cajkler (2005) researched trainee teachers on a UK PGCE primary course to conclude that participants struggled to develop their learners' KAL. However, the course was identified as being too short for the teachers to study, learn and gain confidence in grammatical terminology. Teaching observations following it found teachers using inadequate and elementary notions of grammar in lessons, for example, one stated, " a verb is a doing word" to the learners.

Bigelow and Ranney (2005) and Popko (2005) found unsatisfactory results in studies undertaken with American P-S teachers. The expectation that P-S teachers would draw on KAG studied in a pre-course for application in L2 classrooms was not met. From an examination of the P-S teachers' lesson plans, the effect of a pre-course, which separated grammar from pedagogy, was deemed unsatisfactory because the lesson plans did not include visible signs of the KAG studied. The expectation that the knowledge bases could be blended appropriately 'was the major concern that participants expressed.' (Bigelow and Ranney 2005 p.194). Dewey (1938) informs us that to know something is demonstrated by applying a body of information and skill intelligently to inquiry, which did not happen in the American studies.

As a result of the 2014 National Curriculum (DfEE 2014), where SPaG tests were introduced for primary schools, research emerged to explore UK primary school teachers KAG. Bell (2016) investigated UK primary school teachers' knowledge and beliefs about grammar. Findings demonstrated that whilst

the participating teachers initially perceived their levels of KAG to be greater than reality, the understanding and use of metalanguage did improve following a KAG course. However, the paper did not explicitly measure the improvement or state how it affected teaching.

It is clear that there is no conclusive evidence to support the appropriateness or usefulness of a pre-KAG course from literature. Bigelow and Ranney (2005) also question the dichotomy of learning KAG and using it within a real teaching context, where real language examples add a level of complexity from those that are neatly presented in a pre-course KAG study environment.

1.4.5: The importance of KAG for teacher cognition

The understanding of KAG and the ability to dissect it is something which commentators agree is central to effective L2 English teaching (Wright and Bolitho 1993, Bolitho and Tomlinson 1995, Thornbury 1997). In addition, the impact KAG has on the development of teacher cognition needs consideration. Teacher cognition is defined by Borg (2006) as an understanding of what teachers know, think and believe. The definition aimed to stabilise and collate decades of research written about teacher cognition, which used different terminology. Woods and Çakir's (2011) collated a list of previous terminologies, which included: (1) Personal practical knowledge (Clandinin and Connelly 1987), which is found in teachers' practice when past learner knowledge is reconstructed for future intentions during the present time, (2) pedagogical content knowledge (Shulman 1986), which referred to the adaption of language knowledge to address leaners' needs, (3) content knowledge (Grossman, Wilson et al. 1989), which referred to teachers' knowledge of the target language and ability to analyse it and (4) Theoretical beliefs (Johnson 1992), which focused on the methods used to teach content. All the terms related to having an explicit understanding of language to use for teaching. Within teacher cognition, KAG for the development of TLA and for the development of grammar teaching beliefs is important because it enables teachers to make sense of their work through using grammar implicitly or explicitly in lessons (Borg 2006). Woods and Çakir (2011) say that explicit knowledge refers to that which is objective, universal and impersonal, whilst implicit knowledge is subjective and coloured by personal bias (or beliefs). The next sections elaborate on research associated with TLA and beliefs.

1.4.6: Research examining KAG for the development of TLA

Knowledge and awareness are interlinked; an L2 teacher needs a deep and wide-ranging understanding about the language being taught to inform awareness (Duff 1988). As previously mentioned, having KAG impacts on the development of TLA and is something which demonstrates

that the teacher understands the difficulty learners have in understanding, using and applying the English language (Wright 2002). Research outlines how a limited TLA impacts on planning to teach and affects teacher behaviour. Lack of TLA results in the inability of teachers to: anticipate L2 learners' language problems, pitch learning at an appropriate level and interpret course books and materials appropriately (Edge 1988, Wright and Bolitho 1993, Cullen 1994, Thornbury 1997, Trappes-Lomax and Ferguson 2002, Andrews 2003, Andrews 2012). Wright and Bolitho (1993) talk of teachers being caught out by not being able to answer learners' questions about language. Andrews (1997) undertook simulated research with NS in Hong Kong to examine the connection between declarative and procedural KAG. He gave participants examples of language with obvious errors and found that errors could be corrected but not articulated. From the findings, Andrews (1997) concluded a focus on declarative and procedural aspects of language was needed to assess language errors, which is a claim supported by Grossman, Wilson and Schulman (1989). Andrews (2001) continued his work and concluded that an understanding of KAG was only one part of mastering the complexities associated with developing TLA for grammar teaching. How the view influences the manner grammar is taught is covered in the next section on beliefs.

1.4.7: Research examining KAG influence on the development of grammar teaching beliefs

It has been recognised that P-S teacher education is more likely to impact on work undertaken within L2 classrooms if it also impacts on P-S teachers' beliefs (Feiman-Nemser and Remillard 1996, Phipps and Borg 2007). In the context of P-S education, beliefs 'may be the clearest measure of a teacher's professional growth' (Kagan 1992 p.85) because they are considered propositions that individuals believe to be true and provide the basis for action (Borg 2011).

A teacher's belief about grammar instruction is not taught but it can be assessed in terms of the instructional process or methodology that is used in the classroom. Education about teaching methodologies is a part of P-S TESOL education and an understanding of them enables us to make our beliefs explicit because 'unless you become clear about your beliefs, you will continue to make decisions which are conditioned rather than conscious' (Larsen-Freeman and Anderson 2013 p.4). However, Prabhu (1990) disagrees and claims that there is not one best method to use to teach as it depends on the L2 learning situation, which is not necessarily dependent on beliefs. The insight is supported by Akbari (2007), who points out that fulfilling beliefs is not always possible due to external guides, for example, examination syllabi. Despite the comments, grammar-teaching beliefs is an area which has been researched in terms of the level of knowledge about it that is held by the teacher. Andrews (2003) states an inductive approach, which incorporates stronger CLT principles, is used by

teachers with higher levels of explicit grammar and a deductive approach is used by teachers with a lower level of explicit grammar. Therefore, teachers with a high level are more likely to be comfortable addressing spontaneous grammar needs as they arise. Alternatively, teachers with lower levels need to prepare and have more control of grammar used in the classroom.

Other research exploring P-S teachers' grammar teaching beliefs is inconclusive. Research undertaken with NNS P-S TESOL teachers in Hong Kong finds TESOL education to have not created any change in how grammar is taught (Almarza 1996, Peacock 2001, Urmston 2003). The word change is important because the NNS participants within the study received KAG education in school. The research highlighted that the P-S NNS reverted to the manner as they had been taught, which supports Lortie's (1975) theory. However, P-S NESTs have not experienced prior grammar learning. Graus and Coppen (2016) claim that thinking P-S teachers' beliefs cannot be developed during P-S TESOL education is premature, and how grammar is used, either implicitly or explicitly, is a good indication of a grammar teaching belief. Their research findings indicated that P-S NESTs became increasingly aware of the difference between FonF and FonFs instruction during their P-S education. From their work, they reported that P-S NESTs preferred to undertake explicit and deductive FonFs instruction with more complex grammar areas and with higher-level learners. The findings bring a new dimension to grammar teaching, which refers to the teaching style in relation to the level of grammatical difficulty.

Graus and Coppen (2016) point out other factors which give reasons for beliefs not always being reflected in practice and reference psychological constraints voiced by Borg (2003). In terms of psychology, grammar may be taught because it feels like the teacher is undertaking true instruction, which can be reassuring (Borg 2003). Basturkmen (2012) mentions that finding out teachers' beliefs is problematic and criticises the observation of P-S teachers during teaching practice because due to inexperience, beliefs cannot be explored. Nevertheless, Borg (2011) believes beliefs are an important factor in teachers' actions and decision-making and can show development in grammar teaching.

1.4.8: Summary

Section four of the literature review examined research associated with NS' KAG. Since Bloor's (1986) original work about P-S NESTs' KAG levels, all additional research, which has spanned over 30 years, has the same conclusion; P-S NESTs lack KAG, metalanguage is unknown and findings are heightened when comparisons are made with P-S NNS. In addition, P-S NESTs' perceptions of KAG have been found not to match ability. Research examined the impact of KAG courses in teacher education, where failures associated with time and lack of link to pedagogy hindered their effectiveness. The importance

of KAG for the development of TLA and grammar teaching beliefs has also been mentioned, both of which highlight the importance of KAG.

1.5 Conclusion of literature review and the focus of the research study

The literature review clarified that two grammatical knowledge bases are required to teach traditional grammar of Standard English in TESOL, which are KOG that NS acquire naturally, and KAG that NS need to study formally. However, research undertaken by academics, which spans over 30 years, found NS' KAG to be weak (Bloor 1986, Chandler, Robinson et al. 1988, Wray 1993, Andrews 1995, Andrews 1999, Andrews 2012 , Sangster, Anderson et al. 2013). For NS embarking on P-S TESOL courses, a lack of KAG is problematic because grammar has always been a part of TESOL teaching. In addition, KAG is needed for the development of teacher cognition, TLA and language teaching beliefs. Borg (2006) describes teacher cognition to be what teachers know, think and believe. TLA can be described as 'the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively' (Thornbury 1997 p.x) and grammar teaching beliefs are identifiable through the method of instruction used.

Divergent views of KAG levels are required for acceptance onto P-S TESOL courses between NS and NNS applicants. NS are favoured due to implicit language capabilities, which is problematic (Ferguson and Donno 2003), because natural usage does not equate to an explicit understanding of language. Hobbs (2013) expresses concern about the lack of time spent developing NS' explicit language during the courses and recommends that more time is dedicated to its development. In addition, commentators question the effectiveness of the courses for NS because of their predominant procedural content (Borg 2003, Brandt 2006, Hobbs 2013).

NS do not study KAG in UK secondary school education. A history has been presented outlining the demise of grammar teaching in England and Wales and its revival in the 1999 National Literacy Strategy (DfEE/QCA 1999). Contemporary grammar education in schools is descriptive, where the focus is to teach an understanding of linguistic choice (Crystal 2006). Therefore, grammar syllabi taught in UK secondary education and in P-S TESOL education are independent of each other; they have no unifying features. The specialist KAG required for TESOL, which is knowledge about and competence in: grammatical metalanguage, knowledge about the form and use of parts of speech, word inflection, inflection of verb forms for tense, mood, aspect and voice, and the rules of syntax, is not studied. TESOL has its own specialist linguistic knowledge base and NS are not exposed to it.

What is clear from research and literature is that KAG is important for TESOL and NS are not given the opportunity to study it. NS have a gap in their knowledge, which the research aims to address. At a UK university, a KAG programme is taught. It developed from circumstance rather than research but this research takes a closer look at it to find out if it provides a potential solution to the long standing problem. Three case studies are undertaken, which investigate the need for it, examine its influence on KAG' levels and perceptions and explores the impact it has on P-S NESTs' development of awareness for grammar teaching. The KAG programme is therefore the focal point of the research study from which all research all three case studies emerge. Declarative KAG is studied by participants during the first year of their undergraduate TESOL minor degree, which is before the procedural content of TESOL begins in year two and the practicum in year three. Previous research found KAG courses to be ineffective due to participants' failure to link the KAG studied to pedagogy. However, the studies mentioned the lack of time that was dedicated to the KAG and all failed to provide specific details about the course's content (Bigelow and Ranney 2005, Hislam and Cajkler 2005, Popko 2005, Borg 2006). To prevent drawing conclusions from a programme which is unknown, chapter two presents a detailed account of the KAG programme before research associated with it is presented. The details outline its origins, its constructivist teaching approach and its content and delivery style in association with KAG levels and student / teacher lesson roles. In addition, a sample of the material taught in each lesson is given. The KAG programme is the enhanced KAG focus in the overall substantive research question, which asks: What impact does an enhanced KAG focus have on P-S TESOL education?

Chapter Two: The Knowledge about Grammar Programme

The knowledge about grammar (KAG) programme

2: Introduction

Chapter two presents a detailed description about the focal point of the research, which is the KAG programme. It is the linguistic KAG education that the P-S NESTs undertake during their first academic year of TESOL study at a UK university and it is the enhanced KAG focus that is referenced in the overall substantive research question, which is: What impact does an enhanced KAG focus have on P-S TESOL education? The literature review outlined reasons why NS have a linguistic gap in KAG and highlighted KAG's importance for TESOL. However, little research has been undertaken to provide a solution to ensure NS are equipped with appropriate KAG for use within the field. Previous studies that examined the impact of pre-KAG courses on P-S TESOL were found to be unsatisfactory (Bigelow and Ranney 2005, Hislam and Cajkler 2005, Popko 2005, Bell 2016). However, details associated with the content of the programmes were vague, which highlights the importance of presenting a detailed account of the KAG programme so that a full understanding of the research undertaken from it can be understood.

The KAG programme is presented through descriptions of the following areas. It starts with its origins, its current position within BA degree programmes at a UK university and its design features, which ensure compliance with university quality procedures (QAA 2006). Then, the constructivist form of teaching is outlined and an overview of its content and delivery style follows. Next, a summary table presents a weekly overview of each lesson's content, level, aims and lesson activities in association with P-S NESTs and teacher roles. After that, the rationale for its presentation is made clear. Finally, whilst not exhaustive, a sample of each lesson's content is given, which includes the content of assessments and their marking schemes.

2.1: How the KAG programme was initiated

In 2010, my academic background led me to co-design, co-develop and co-teach a P-S TESOL course, in the form of a non-compulsory minor degree, at a UK University. Specifications for its design were pre-determined by established university quality procedures based on national standards (QAA 2006). Details associated with the number of contact and non-contact hours (QAA 2011), the university's workload specifications and assessment guidelines and tariffs were included. In the UK, minor degrees are built from a total of 6 x 20=120 credit modules (60 European credit transfer system (ECTS) credits), where 2x20=40 credits (20 ECTS) are studied per academic year; they form one third of the total yearly academic content of a British undergraduate degree. The contact time for each 20 credit module is 2 hours per week for 24 weeks=48 hours. The maximum time allowed for each 20 credit module is 200

hours, which is broken down into 48 hours scheduled learning and teaching time, 52 hours directed study and 100 hours of independent study.

The TESOL minor was positioned within BA English and BA English and Creative Writing degrees, which created a major (80 credits per year) / minor (40 credits per year) degree option. It was marketed as a non-compulsory option within the English degrees and it created an opportunity for undergraduates to choose a vocational strand within a traditional English subject area. It was the first time TESOL had received significant attention at the university. Prior to 2010, a 1x20 credit, non-compulsory TESOL module was available to undergraduates during each academic year of study: year 1, year 2 and year 3. Modules could be studied on an ad-hoc basis, as pre-requisites were not in place for yearly progression. In general, each module was self-contained and provided an insight into one aspect of TESOL. During this time, the first year module covered general language awareness, which combined aspects of grammar, lexis and phonology. Second and third year modules were theoretical, which included learning about second language acquisition (SLA) theories and teaching methodologies. Notably, the undergraduates had no contact with L2 learners and no practical output for using TESOL education.

The 2010 TESOL minor was designed to provide a practical route of progression into the field. It was supported as it complied with the university's 2010, five year faculty strategic plan (USW 2010), within which degree programmes needed to demonstrate routes into employment. It remained situated in BA English and BA English and Creative Writing degrees, where the criteria for entry acceptance is three UK advanced ('A') level school leaver's qualifications with grades B, C, C or equivalent and an IELTS level 7.5 for NNS.

Ideas for the content and design of the new TESOL minor were drawn from the pre-existing TESOL modules. However, there were now two members of staff instead of one and the need to create double the number of modules in each academic year. The new minor degree ensured that all P-S NESTs had the opportunity to undertake additional study to gain a graduate TESOL certificate, which complied with the university's 2015 Academic Blueprint (USW 2015) for employability. The overall design of the TESOL minor degree is presented in the following table.

Year	20 credit TESOL module	Overview of module content
1	Language Awareness - Grammar	Declarative knowledge: The KAG programme
1	Language Awareness - Lexis and Phonology	Declarative knowledge: Lexis and phonology
2	Introduction to TESOL	Procedural and theoretical: study of teaching methodologies, lesson planning and material design.
2	Observation and Peer Teaching	Procedural and practical: classroom management, application of studied declarative and procedural knowledge to teach peers
3	Developing the TESOL Professional	Theoretical, procedural and practical: examining L2 learner' differences, case study work and additional teaching methodologies
3	Teaching Experience	Practical: The practicum, 3 hours of teaching with L2 learners
Additional study to gain graduate TESOL certificate		
3	Certificate study	3 hours of teaching with L2 learners

Table 2.1: TESOL minor degree modules and additional study for graduate TESOL certificate

Both first year modules were developed from the one pre-2010 module, which included all three subject areas (grammar, lexis and phonology) in a less focused form. The declarative focus of both 2010 first year modules were considered appropriate as P-S NESTs would study specific subject knowledge, which could be built upon during P-S TESOL education and applied to pedagogy. However, no research had been undertaken to demonstrate whether this was the case. There was no specific TESOL education during the first year. It was about building a knowledge base to use. I was responsible for the design and teaching of the new Language Awareness Grammar module, within which the KAG programme initiated. The second year introduces procedural aspects of TESOL education. It covers a number of areas and includes: an introduction to teaching methodologies, lesson planning, material design, course book adaption and peer teaching using the studied methodologies, which consist of a combination of weak CLT, which are PPP and Engage, Study Activate (ESA) and strong CLT, which are TBLT and Dogme. The third year modules include theoretical, procedural and practical elements. The 'Developing the TESOL Professional' module's theoretical focus covers additional work on methodologies, testing bodies and systems, for example IELTS and Trinity examinations and case study work, where one P-S NESTs works with one L2 learner. The case study encompasses a needs analysis, the marking of L2 learner's writing and speaking to give an IELTs grade and a language analysis to identify L1 interference. In addition, research into the L2 learners' motivation and aptitude for studying, and research to discover the position of English within the leaners' home countries is undertaken. The 'Teaching Experience' module includes three hours of live teaching practice, which

requires language analyses, lesson plans, material production, live teaching and reflective summaries to be undertaken. Upon successful completion of all six TESOL modules, an additional three hours of live teaching and associated work can be undertaken to work towards successfully achieving a graduate TESOL certificate.

It was imperative that the KAG programme was structured in accordance with academic regulations derived from the Quality Assurance Agency for Higher Education (QAA 2006) guidance, which gives time constraints. QAA (2011) stipulates that on average, 10 hours of subject engagement is required to gain 1 academic credit. From the regulation, a 20 credit module requires (on average) 200 hours of time. The university produced guidelines for how time should be divided into categories, which includes: scheduled learning and teaching, directed study and independent study. The following table outlines the time allocation for the KAG programme, which complies with the regulations.

Number of weeks	**Number of hours**	**Time allocation**
2 weeks	4 hours	KAG programme introduction and conclusion
14 weeks	28 hours	KAG input
4 weeks	8 hours	Consolidation of KAG in preparation for tests
4 weeks	8 hours	KAG tests (test 1, test 2, test 3 and test 4)
SCHEDULED TOTAL:24weeks Contact	TOTAL: 48 hours	
DIRECTED:24 weeks Non-contact	TOTAL:52 hours	Class revision, test revision, project work and pre-set reading
INDEPENDENT:24 weeks Non-contact	TOTAL:100 hours	Independent learning: additional reading, meeting other P-S NESTs, engaging in on line chats, attending university student meetings.
OVERALL TOTAL: 24 weeks	TOTAL: 200 hours	

Table 2.2: Time allocation for KAG programme

As the demonstrates, the KAG programme includes 48 hours of scheduled contact time, 52 hours of directed study and 100 hours of independent study. Scheduled contact time is when lessons take place. Within these hours, introductory and conclusion lessons are important to shape the module, KAG input lessons and time for testing requires consideration. Directed, non-contact time is used for homework, test revision and project work. Independent, non-contact time is used according to individual P-S NESTs' needs. The module must not exceed the time allocation in its broad expectations. However, the precise use and extent of non-contact study time is learner dependent.

2.2: Constructivist teaching

KAG is formal knowledge. It contains elements which are either correct or incorrect (Richardson 2005) for example, about metalanguage. Richardson (2005) describes KAG as having fixed understandings of form and use, which are standardised and can be represented factually in course books. He also explains how historically, formal knowledge was taught using a traditional approach or otherwise called, transmission model. In the traditional approach, knowledge is studied for exams then ignored at all other times. There is neither promotion nor interaction between prior knowledge and new knowledge and there is no conversation to enable internalization for deep understanding (Richardson 2005). However, in TESOL, KAG needs to be used and applied, rather than learned and forgotten so taking a traditional delivery approach was not considered to be appropriate. To fulfil the desired outcome, a constructivist teaching and delivery approach is taken for the KAG programme.

Constructivist teaching encompasses two approaches: cognitive constructivism, which was developed by Piaget (1953), and social constructivism, which was developed by Vygotsky (1962). They have similarities and differences. In terms of teaching, Powell and Kalina (2009) tell us that both cognitive and social constructivism value inquiry, questions and answers and the presentation of puzzles to solve through enquiry. Both approaches support the claim that guided forms of teaching are required so that learners can construct their own concept and understanding of the teaching content. Both approaches realise that learners' need guidance when educators explain complex topics to bring out understanding.

The differences between the approaches are in learning and delivery. Learning within a cognitive constructivist approach focuses on the individual's ability to interpret knowledge. Social interaction does occur and may be a part of the learning process. However, the focus is on the individual to construct knowledge based on personal experience (Powell and Kalina 2009). Alternatively, learning within a social constructivist approach focuses on social interaction to influence and enhance knowledge. In social constructivism, interaction is a fundamental part of the learning process.

Delivery in a cognitive constructivist approach sees the educator play an authoritative role. The educator chooses the content and transmits knowledge to the learners. The learners accept the transmitted knowledge and guidance given to them without question, especially when they are being graded on the content (Richardson 2005). Alternatively, delivery in a social constructivist approach sees the teacher take a central role in learning due to his/her expert knowledge. Expert knowledge is modelled and L2 learners are guided and supported through the teacher's involvement in the learning stages. The teacher's role is to ask questions to develop the learners' zone of proximal development (ZPD), which is the difference between what learners are able to do without and with help. Vygotsky's

(1962) approach uses a scaffolded learning technique, where the teacher creates a social introduction to a new topic and through assistance and supports learners' ZPD to a new level of understanding. The approach invokes social interaction through learning until tasks can be completed unaided (Hodson and Hodson 1998). For a social constructivist approach to be effective, the teacher requires expert knowledge.

In terms of the KAG programme, the method of delivery is in line with a cognitive constructivist approach because knowledge is transmitted and development is encouraged through social interaction. The P-S NESTs are graded as individuals on the tests and project work. In terms of P-S TESOL education, it does present a potential challenge for the P-S NESTs because the teaching approach modelled during year one studies contradicts the social constructivist approach, which is encouraged for L2 classrooms. However, the main objective of the KAG programme is that P-S NESTs' gain KAG from focused engagement. The subject knowledge is then taken onto P-S TESOL education where a social constructivist approach to use KAG in L2 English lessons is studied for application. From using a cognitive constructivist approach, the aim is that P-S NESTs gain knowledge to become the experts within a social constructivist approach.

Theorists continue to discuss the advantages and disadvantages of Piaget's and Vygotsky's constructivist approaches but learning with meaning and enabling learners to construct knowledge is common in both types (Powell and Kalina 2009). Good (1993) points out that constructivist views of learning provide a useful framework to understand individual conceptual change. The framework incorporates personal differences in perception and behaviour, and indicates the need for educators to relate all new learning to learners' prior practices and beliefs. It is something which has been ignored in training programmes in the past (Clark 1987) and is something which can be related to the lack of KAG taught in UK P-S TESOL education.

Posner, Strike, Hewson and Gertzog (1982: cited in Hodson and Hodson 1998) outline a view of constructivism to enable learning. They argue that new learning is achieved when learners realise that their current level of knowledge is unsatisfactory and that conceptual change can be achieved if acceptable conditions are in place. The conditions consider the intelligibility, plausibility and fruitfulness of the content and style of teaching. Intelligibility refers to the need for understandable input. Plausibility refers to the need for input to be reasonable and consistent. Fruitfulness refers to the value of the input, where it can be used to solve problems. This view of constructivist learning underpins the KAG programme and the three areas were addressed for its content and delivery style. The next section elaborates on each of them.

2.3: The content and delivery style of the KAG programme

I took a constructivist approach to enable learning, which required the just mentioned intelligibility, plausibility and fruitfulness (Posner,Strike,Hewson and Gertzog1982) to be considered when planning the content and style of delivery. Intelligibility needs thought about two areas, which are: firstly, the need for learners to understand what the input is and secondly, how it can be used. Therefore, the level and form of the input needed consideration. Plausibility requires the input to be consistent and reasonable, which meant that the KAG programme's content and manner of delivery needed to be uniform. Fruitfulness requires the input to be used to solve problems. Hence, the reliability and validity of the tests and assessment were essential. The following sections looks at each area individually and outlines how they were considered.

For the KAG programme design to demonstrate intelligibility, I considered what content needed to be included. I thought about two areas: my professional challenges associated with gaining a KAG and the pre-2010 observations of NS that I undertook. From a professional perspective, I was educated in the 1980s, I received no KAG education and therefore I had no KAG to take onto P-S TESOL education. I found my situation problematic because I did not have a KAG foundation to work from. I studied grammar independently and found that books were written using metalanguage, which I did not know. From observations, I learned that the P-S NESTs' KAG level was very limited. From the experiences, I based the KAG programme at CEFR levels: A1, A2, B1 and B2 (COUNCIL 2001). Therefore, I assumed no prior knowledge about the subject. The grammar content studied within each level is better represented through L2 learner' course books, which are used for second language teacher education (SLTE) (for example:Soars and Soars 2006). The following table presents level equivalent labelling for course books.

Common European Framework level	**Equivalent course book level**
A1	Beginner
A2	Elementary
B1	Pre-intermediate
B2	Intermediate

Table 2.3: Comparison of level labelling between L2 course books and CERF levels

The second characteristic of intelligibility sees the need for using the input and was addressed through my role as a teacher. During delivery, my position frequently changed from being an 'expert resource' (Watkins 2005 p.17), where I inputted correct knowledge, to that of a 'language guide '(Watkins 2005 p.17), where I prompted P-S NESTs to produce a correct response from elicitation. During lessons, the

P-S NESTs were prompted to use metalanguage previously taught to aid their knowledge development, which was achievable from teaching KAG in a logical order, so that recycling of it could take place. The P-S NESTs were therefore encouraged to continuously think about metalanguage from prior learning, for example: nouns were taught before pronouns so the explanation, 'a pronoun replaces a noun and a noun phrase', was understandable from prior learning.

For the KAG programme to be plausible, the input needed to be reasonable and consistent. Reasonable input was established from referencing the grammar content included in course books at different levels (for example: Murphy 1994, Soars and Soars 2006). It enabled me to create materials from established grammar level formats. The input ranged from an A1 (beginner level) to a B2 (intermediate level), where content at each level was, for example: A1-countable and uncountable nouns and present simple verbs, A2-transitive and intransitive verbs and past continuous verb, B1-adverbs and present perfect tense and B2- past perfect continuous tense and non-defining relative clauses, which aligned with areas covered in books. Consistency was considered through patterns of delivery. Powell and Kalina (2009) tell us how constructivist learning values inquiry, which is encouraged through pair work, group work and with tasks and games that enable communication about language (Watkins 2005). In addition, strategies that include, questioning, solving puzzles and guided forms of teaching that encourage teacher prompting and teacher listening are also needed because they enable P-S NESTs to construct versions of knowledge individually. All the patterns of delivery featured in the KAG programme.

In constructivist learning, fruitfulness refers to the enablement of problem solving (Posner, Strike et al. 1982). The KAG programme addressed it through forms of assessment, which were four tests worth 15% each=60% and one project=40%. The work was essential for P-S NESTs to gain individual grades to assess their academic performance. The tests were undertaken at five to seven week intervals throughout the programme, which ensured the content was manageable and tested in reasonable volumes. The ability to describe, explain, identify and produce metalanguage was tested. Alternatively, the project required KAG to be applied to a TESOL task, where metalanguage was used to correct and explain L2 leaners' written errors that were graded at an IELTS level 5.0. A deep understanding of the whole KAG programme needed to be applied to the project. Reliability of the tests was ensured through objective marking because grammar answers are either correct or incorrect. The project work used a grid to guide the distribution of marks, which was used with all scripts. In addition, to ensure inter-observer consistency, my colleague, double marked three papers (top, middle and bottom) from each assessment to confirm the results. Validity was ensured because the tests looked like tests and they were administered under test conditions during lesson time.

The following summary table provides an overview of the KAG programme. It includes details about lesson content, aims, lesson activities, the P-S NESTs' role and the teacher's role and in so doing provides an overview of its intelligent, plausible and fruitful design.

2.4 An overview of the KAG programme's lesson content

The following table gives a weekly overview of the KAG programme. It presents the levels and content of 24 weeks of lessons. In addition, the aim of the lessons, the activities contained within them and the roles that the students (or the P-S NESTs and P-S NNS) and the teacher play are presented. A key follows the chart, which clarifies the abbreviations used in it.

Lesson	Level	KAG Programme Content	Aim	Activity	S - role	T-role
1	B2	**Introduction:** Overview of KAG programme as set out in the students' book: Introductions, content, timetable, test information, marking schemes, aims of the module. Introductory written exercises: innate error correction and example of what the module aims to achieve in describing errors using metalanguage	To gain understanding of module content	PW	P, D, Q, Rec	PI,ER
2	A1	**KAG Input-Nouns:** definitions, common nouns, proper nouns, concrete nouns, abstract nouns , singular and plural nouns / regular and irregular nouns, countable and uncountable nouns, gerunds, compound nouns, genitive -'s (or possessive-' s), a noun phrase, consolidation exercise	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,ER, P,L
3	A1 A2 B1	**KAG Input-Pronouns:** definitions, personal subject pronouns , personal object pronouns object, possessive pronouns (compared with possessive adjectives), reflexive pronouns, interrogative pronouns, relative pronouns, a pronoun consolidation exercise	ML,F,U,M	GW,G,R, Met	P, D, Q, Rec, DK	PI,ER, LG,P,L
4	A1 A2	**KAG Input-Articles:** the definite article, the indefinite article, the zero article, the **subject** , the **object** , introduction to **transitive and intransitive verbs** and consolidation	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,ER, LG,P,L
5		Consolation of KAG input in lessons 2,3+4		G	DK	PI,LG,P,L
6		Test 1: 15%			DK	PI,
7	A1 A2 B1	**KAG Input-Introduction to verbs:** definitions, tense /aspect / form, main and auxiliary verbs, contracted verb forms, to conjugate a verb, subject /verb agreement, infinitive / bare infinitive / past form /past participle, dynamic and stative verbs and consolidation	ML,F,U,M	PW, Puz	P, D, Q, Rec	PI,ER, P,L
8	A2	**KAG Input-Verbs:** patterns associated with the affirmative, the interrogative, the negative and consolidation	ML,F,U,M	PW, Puz	P, D, Q, Rec, DK	PI,ER, P,L
9	B1 B2	**KAG Input-Verb tense forms 1:** the forms, uses, timelines and conjugations for present simple, present continuous, past simple, past continuous and consolidation	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,LG, P,L
10	B1 B2	**KAG Input-Verb tense forms 2:** the forms, uses, timelines and conjugations for present perfect, present perfect continuous, past perfect, past perfect continuous and consolidation	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,LG, P,L
11	B1 B2	**KAG Input-Verb tense forms 3:** the forms, uses, timelines and conjugations for future simple, future continuous, future perfect, future perfect continuous and consolidation	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,LG,L,P
12	B1 B2	**KAG Input -Modal verbs:** Affirmative and negative of past, present and future forms appropriate for- requests and orders, offers, ability, permission, obligation and compulsion and consolidation	ML,F,U,M	PW, Puz	P, D, Q, Rec, DK	PI,ER

13		Consolation of KAG input in lessons 7,8,9,10,11+12 and project guidelines		G	DK	PI,LG,P,L
14		Test 2: 15% and distribution of project materials			DK	PI,
15	B1 B2	**KAG Input-Conditional clauses:** form use and examples of zero, first, second, third and mixed conditionals and consolidation. The indicative and subjunctive mood and consolidation	ML,F,U,M	B,G, PW, Puz	P, D, Q, Rec, DK	PI,ER,P,L
16	A2 B2	**KAG Input- The active voice and the passive voice:** form, use and examples for all twelve verb tense forms and consolidation	ML,F,U,M	R,PW	P, D, Q, Rec, DK	PI,ER, LG,P,L
17	A1 B1	**KAG Input- Adjectives:** suffixes to form adjectives from nouns, the order of adjectives, one syllable, long adjective, adjectives ending in –y and irregular adjectives, also in comparative and superlative forms and consolidation **Prepositions:** directions and movement, place and position, time, fixed expressions, phrasal verbs, adjectives with prepositions and consolidation	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,ER,P,L
18	A2 B1	**KAG Input-Adverbs:** linking adverbs and adverbs of viewpoint, frequency, certainty, manner, place and time. Position, comparative and superlative and consolidation **Conjunctions:** common words used as conjunctions and consolidation	ML,F,U,M	PW, Puz, Met	P, D, Q, Rec, DK	PI,ER,P,L
19	B1 B2	**KAG Input-Relative Clauses:** defining and non-defining relative clauses	ML,F,U,M	PW, Puz, R	P, D, Q, Rec, DK	PI,ER,P,L
20	B2	**KAG input-Reported speech:** statements, questions, commands and requests	ML,F,U,M	PW, Puz, R	P, D, Q, Rec, DK	PI,ER,P,L
21		Consolation of KAG input in lessons 15,16,17,18,19+20		G	DK	PI,LG,P,L
22		Test 3:15%			DK	PI
23		Consolation of all KAG input + project hand-in:40%		G	DK	PI,LG,P,L
24		Test 4:15%			DK	PI

Table 2.4: Overview of KAG programme

- *Level: **A1**-beginner, **A2**-elementary, **B1**-pre-intermediate, **B2**-intermediate*
- *Content: KAG covered in each lesson*
- *Aim: to understand **ML**- metalanguage, **F**-form, **U**-use, **M**-meaning of parts of speech and verb tense forms*
- *Activity: **Puz**-puzzles (or small tasks), **PW** –pair work, **GW**-group work, **B**-board work activities, **G**-games , **R**-reading exercises to identify or label metalanguage, **Met**–use of metalanguage to explain L2 errors,*
- *Student (S) Role: **P-**participate, **D-**discover, **Q-**question, **Rec**-record of information, **DK**- demonstrate knowledge*
- *Teacher (T) Role: **PI-**provider of input, **ER**-expert resource, **LG**-language guide, **P**-prompter, **L-**listener*

2.5: The presentation of the KAG programme

The KAG programme is given to P-S NESTs on the first day of their studies in the form of a 220 page bound book. The book contains everything required to complete the Language Awareness Grammar module successfully. It contains information on the following: the aims of the module, a week-by-week study timetable, assessment types, times and marking schemes and a reading list to support learning. Worksheets for each lesson provide definitions, examples, tasks (also labelled puzzles) and consolidation exercises. A key feature of the book is that it is designed for accurate record keeping. The worksheets provide the correct number of gaps in tables for correct input to be undertaken. For example, when conjugating verb tense forms, the correct number of spaces is given.

Present Continuous –affirmative			
Person /number	**Subject pronoun**	**Present Aux– To be**	**Present participle**
1st person singular	I	am	reading
2nd person singular	You	are	
3rd person singular	He /She /It	is	
1st person plural	We	are	
2nd person plural	You	are	
3rd person plural	They	are	

Table 2.5: Example to show design for conjugating verb tense forms

At the end of the module, the P-S NESTs have an individually completed book. It acts as a reference guide for year two and three P-S TESOL education and as a starting point for further KAG development.

The current form of the book took a number of years to develop. Initially, the worksheets included contributions from the pre-2010 version of the module and some photocopies from course books (Davies 1982, Murphy 1994). However, over two to three years and following reflection, all the worksheets were re-written. During the re-writing time, the KAG content did not change significantly but the key aim of producing materials for NS and not L2 learners was addressed, which is the reason why . A pre-published grammar book was not used. Whilst published materials have merits, the majority seem to be written for L2 learners, which presented issues that I wanted to avoid in the KAG programme. The issues included gap-fill exercises, which NS can complete without thought and explanations that assume metalanguage is known. Between 2013 and 2017, the worksheets were

updated yearly to include more detail and to improve their presentation. Examples of the content for each lesson are presented in the following section.

2.6: Examples of material used in the KAG programme

Examples of the type of grammar study undertaken within each lesson is presented next. It is not exhaustive but aims to facilitate understanding of the teaching style, lesson tasks and assessment details. In each example, work elicited from the P-S NESTs or work undertaken to complete a task is in **bold font**. The examples are grouped in lessons studies before each in-class test. Therefore, lessons 1-6 are finalised with the content of test 1, lessons 7-14 are finalised with test 2, lessons 15-22 are finalised with test 3 and lessons 23-24 cover consolidation work of the whole module for the final test 4.

2.6.1 Lessons 1-6 and test 1

Lesson 1 introduces the Language Awareness Grammar module in which the KAG programme is undertaken. The first hour is spent introducing general information about the module content, which includes: the aims and objectives of the module, the lesson's content and the times of assessments and tests. The second hour is used for the following task.

Task: 20 sentences are presented, some correctly and some incorrectly. The P-S NESTs work in pairs to: identify the incorrect sentences, correct them and give reasons why they are incorrect. After completion of the first 10, all-class work is undertaken to collate answers. I confirm or reject answers and then I demonstrate how the errors are explained using metalanguage. The aim of the KAG programme is therefore made explicit. Examples of the sentences are:

1. Its really hot today (**incorrect**) / **It is** (or **It's**) really hot today. Reason: **Its = possessive pronoun. We need subject pronoun 'it' + verb to be= 'is' or the contracted form - 's**
2. What are the boy's names? **(correct: 1 boy, lots of names)**
3. What are the boys' names? **(correct: lots of boys with lots of names)**
4. I ran quick (**incorrect**) / I ran quickly. Reason: **Incorrect use of adjective 'quick'. The adverb 'quickly' is required as it is adding more information to a verb 'ran'.**

Lesson 2 covers work on nouns, which includes: definitions, common nouns, proper nouns, concrete nouns, abstract nouns, singular and plural nouns / regular and irregular nouns, countable and uncountable nouns, gerunds, compound nouns, genitive -'s (or possessive-' s), a noun phrase and a consolidation exercise

For each type of noun, the metalanguage or definition is elicited before given, for example:

- A common noun: **a general class of a person, place or thing**

- **An abstract noun**: a noun with no physical reality, a concept or quality

Then, tasks are undertaken to identify and label the nouns with metalanguage, for example:

Task: Put the list of nouns into the correct category:

- kindness / table / Mr Jones / part (of something) / object / joy / Tower Bridge / car / government / cat / love / London /Queen Elizabeth / hope / head (of something) / flower

common nouns	proper nouns	concrete noun	abstract noun
Part	**Mr Jones**	**table**	**kindness**
Head	**London**	**cat**	**love**
Object	**Queen Elizabeth**	**flower**	**hope**
Government	**Tower bridge**	**car**	**joy**

Table 2.6: Correct answers to categorising nouns

Work is undertaken to think about rules, for example:

- Regular abstract nouns are formed by using suffixes, for example: champion**ship and** priest**hood.**
- Irregular forms are also covered, for example: honest (**honesty**) coward (**cowardice**).

A noun phrase is given to introduce metalanguage to be covered in future lessons.

Noun phrase: A series of words (not just nouns) can create noun phrases. In this case, the series of words act as the subject of the sentence. Underline the noun phrase:

- **The boy eating the ice-cream** is happy.
- The boy eating the ice-cream = noun phrase
- (Definite article, **common noun**, present participle, definite article, **compound noun**)
- What word could replace the noun phrase? **He (third person singular subject pronoun)**

Consolidation task: 10 sentences have errors associated with nouns. Correct and describe the errors using grammatical metalanguage.

1. Please send me some informations about the school. / Please send me some **information** about the school.
2. Reason: **Information 'is an uncountable noun and does not take a plural form.**

Lesson 3 covers work on pronouns, which includes: definitions, personal subject pronouns, personal object pronouns object, possessive pronouns (compared with possessive adjectives), reflexive pronouns, interrogative pronouns, relative pronouns and a pronoun consolidation exercise

The lesson begins with a game. It is based on reading homework (Davies 1982 p.20-23), which describes different types of pronouns in a fun cartoon format. The lesson also includes tips to remember the metalanguage, conjugations, definitions, additional information and consolidation exercises.

Game: In groups make a logical table from the cards (A completed version of the grid is shown in the following table).

Person and number	Personal subject pronoun	Personal object pronoun	Possessive Pronoun	Possessive adjective	Reflexive pronoun
1st person singular	**I**	**me**	**mine**	**my ...**	**myself**
2nd person singular	**You**	**you**	**yours**	**You ...**	**yourself**
3rd person singular	**He** **She** **It**	**Him** **Her** **it**	**His** **Hers** **its**	**His ...** **Her ...** **Its ...**	**himself** **herself** **itself**
1st person plural	**We**	**us**	**ours**	**Our...**	**ourselves**
2nd person plural	**You**	**you**	**yours**	**Your ...**	**yourselves**
3rd person plural	**They**	**them**	**theirs**	**Their...**	**themselves**

Table 2.7: Game to organise different types of pronouns

Consolidation task: 10 sentences have errors associated with pronouns. Correct and describe the errors using grammatical metalanguage.

The dog ate it's dinner. / The dog ate all **<u>its</u>** dinner.
Reason: **it's = subject pronoun 'it' and verb to be 'is' or -'s. The sentence needs the possessive pronoun 'its'.**

Consolidation task: Label the underlined words with metalanguage

'Once, there were four children whose names were <u>(0) Peter</u>, Susan, Edmund and Lucy. This <u>(1) story</u> is about something that happened to them when they were sent from <u>(2) London</u> during the war because of <u>(3) air-raids. (4) They</u> were sent to the house of an old Professor <u>(5) who</u> lived in the heart

of the country, ten (6) miles from the nearest railway station and two miles from the nearest post office...'(Lewis 1994)

(Lewis, C.S., 1994. The lion, the witch and the wardrobe, Zondervan)

Word from text	Grammatical metalanguage
Peter (example)	**Proper noun (example)**
story	**Singular countable noun**
London	**Proper noun**
air-raids	**Compound noun**
They	**Personal subject pronoun – 3rd person plural**
who	**Relative pronoun**
miles	**Plural countable common noun**

Table 2.8: Section of consolidation task to label nouns and pronouns with metalanguage

Lesson 4 covers work on the definite article, the indefinite article, the zero article, the subject, the object, an introduction to transitive and intransitive verbs and a consolidation task.

Articles: After introducing the new metalanguage for articles, a series of pair-work tasks are undertaken.

Task: Look at the following sentences. What types of articles are in the sentences? What information are they giving about the noun/wine?

- He likes wine. **(Zero article, to express a fact)**
- He bought **a** bottle of wine. **(Indefinite article (a), to talk generally about wine)**
- **The** wine that he bought was beautiful. **(Definite article (the), pre-assumed information, the receiver knows about the wine that is being spoken about)**

Then, P-S NESTs undertake tasks to work out which articles are used with which nouns.

Subject and object explanation: The subject of a sentence can be:

- A noun – **Joe** likes ice-cream
- A noun phrase – **The boy wearing the hat** likes ice-cream.
- A pronoun – **He** likes ice-cream

When working with the subject, information about verbs, which had not yet been studied, is included, for example:

Explanations: Subjects usually appear before main and auxiliary verbs in affirmative and negative sentences:

- **She** swims three times a week. (swim=main verb)
- **She** doesn't swim on Sundays. (doesn't = negative auxiliary verb, swim = main verb)

Transitive and intransitive verbs are included in the lesson because of the work undertaken on the object of a sentence. Definitions are given and a task is undertaken.

Task: Mark the subject and object in the following sentences. Choose a verb to fill the gap and say if it transitive or intransitive.

Tip: Remember to ask **what** (after the verb) to identify the object.

- Elizabeth settled down and **read** the newspaper **(Transitive verb)**

  Subject **Object**

- Nocturnal animals **sleep** during daylight hours. **(Intransitive)**

  Subject

Lesson 5: Consolidates lessons 2, 3 and 4. The aim is to revise through a group work game, when the P-S NESTs can refer to their books if they choose. Each group is given an envelope, which contains cut up cards and a die. The cards are presented on the following table.

common noun	proper noun	concrete noun	abstract noun
singular regular noun	plural regular noun	countable noun	uncountable noun
Gerund	compound noun	genitive ('s)	subject pronoun
object pronoun	possessive pronoun	possessive adjective	reflexive pronoun
Interrogative pronoun	definite article	Indefinite article	zero article
Subject	object	transitive verb	Intransitive verb

Table 2.9: Cut up cards in consolidation group-work game

Game instructions: Pick a card from the envelope, roll the die and follow the instruction given for numbers: 1, 2, 3, 4, 5 or 6.

1. Show your group the card. Say a sentence using an example word of the metalanguage. Your group says which word in the sentence matches the metalanguage
2. Do not show your card. Define the word. Your group says the metalanguage
3. Do not show your card. Say example words. Your group says the metalanguage
4. Do not show your card. Write a sentence and underline an example of the metalanguage. Your group says the metalanguage

5. Show your group the card. Say how the word can be used with other words
6. Show your group your card. Explain the word form.

Lesson 6 has test 1.

Test 1 consists of seven sections with 55 questions worth 100 marks. It is worth 15% of the overall module mark. It tests grammatical metalanguage, the form and the use of nouns, pronouns, articles and the subject and object of a sentence. Questions are asked about verbs as although they have not been taught in full, they have been briefly mentioned on occasions. Each section is as follows:

Section 1: 14 marks are awarded for correctly matching 14 types of nouns and pronouns, which are underlined in an authentic text, with the grammatical metalanguage. The P-S NESTs demonstrate labelling words with metalanguage.

Section 2: 23 marks are awarded for labelling underlined articles and pronouns in 23 sentences with grammatical metalanguage. The P-S NESTs demonstrate knowledge of metalanguage and recognition of parts of speech. The questions differ in mark value. When the person and number can be mentioned with the part of speech, 2 marks are achievable or 1 mark is achievable if they are not mentioned, for example:

- It's ours! – **1st person plural (1-mark) possessive pronoun (1 mark)**
- ... Weeds look bad in the garden – **zero article (1 mark).**

Section 3: 7 marks are awarded for correctly answering questions about parts of speech, for example:

- Q: What type of nouns do we use with *the?*
- A: **countable singular, countable plural and uncountable (3 marks).**

The P-S NESTs therefore demonstrate an understanding of grammar use.

Section 4: 12-marks are awarded for recognising and labelling the type of subject and object in a sentence.

- Wouldn't he have sent her the letter by now?
- **He=subject pronoun (1 mark), her= indirect object (1 mark) and is an object pronoun (1 mark), the letter = direct object (1 mark)**

Section 5: 10 marks are awarded for using grammatical metalanguage to articulate L2 learners' written errors, for example:

- ERROR: This is hers bag. / **This is her bag (0 mark).** Reason: **hers is a possessive pronoun (1 mark); the possessive adjective, her, is required to show ownership of the bag (1 mark).**

Section 6**:** 34 marks are awarded for labelling sentences with as much grammatical metalanguage as possible. One example from four given is as follows.

She	made	it	herself
3rd person singular (1 mark) **Subject pronoun** (1 mark)	**Verb** (1 mark)	**3rd person singular** (1 mark) **Object pronoun** (1 mark)	**3rd person singular** (1 mark) **Reflexive pronoun** (1 mark) **Emphatic reflexive** (1 mark)
Subject (1 mark)		**Direct object** (1 mark)	

Table 2.10: Example of grammatical metalanguage question

2.6.2: Lessons 7-14 and test 2

Lesson 7 introduces verbs and gives a general overview of them. It includes definitions, the tense, aspect and form of the twelve verb tense forms, main and auxiliary verbs, contracted verb tense forms, verb conjugations, subject /verb agreements, the bare infinitive (base form) / past form /past participle and dynamic and stative verbs. The lesson is teacher-centred as a large amount of new metalanguage is introduced to be elicited for use in future lessons. Examples of sections of the lesson follow.

Definition: A verb is a word or series of words, which describe an action, condition or experience

Explanation: Verbs tell us about when something happens. This is called the TENSE. There are three tenses: 1- past, 2- present and 3- future

Verbs tell us how something happened. This is called the ASPECT, There are four aspects:

1. Simple (finished activity)
2. Continuous (A continuing / unfinished activity. It always ends in – ing)
3. Perfect (An activity before a point in time)
4. Perfect Continuous (A continuing / unfinished activity before a point in time. It always ends in – ing)

The 3 tenses are formed using the 4 aspects = 12 verb tense forms

PRESENT TENSE FORMS	PAST TENSE FORMS	FUTURE TENSE FORMS
Present simple	Past simple	Future simple
Present continuous	Past continuous	Future continuous
Present perfect	Past perfect	Future perfect
Present perfect continuous	Past perfect continuous	Future perfect continuous

Table 2.11: The twelve verb tense forms

Main and auxiliary (aux) verbs are explained through definition, examples and conjugations of the three main auxiliary verbs: to be, to do and to have (with a note to mention that modal auxiliary verbs are an additional type and are taught later). The following task is undertaken.

Task: 10 sentences are given to identify the auxiliary verb/s and main verb in sentences, for example:

- He **has been driving** all day.
  ↓ ↓ ↓
  aux aux main

Regular and irregular verbs explanation:

- All regular verbs end in –ed in the past simple and past participle.
- Irregular verbs have different endings. A full chart of the common irregular verbs is given, a sample section is as follows:

Bare infinitive	**Past simple**	**Past participle**	**Bare infinitive**	**Past simple**	**Past participle**
be	was/were	been	lead	led	led
bear	bore	borne	learn	learned/learnt	learned/learnt
beat	beat	beaten	leave	left	left

Table 2.12: Section of irregular verb list

Dynamic and stative verb definitions:

- Dynamic verbs: These are written with an -ing. They describe an action.
- Stative verbs: These do not take an –ing. They describe a state, for example: verbs of senses: see, hear, smell, feel, taste and verbs of opinion: agree, believe, consider, think, know

Examples where verbs can be used as both dynamic and stative but where the meaning changes are given, which introduces a functional aspect, for example:

States (using stative verbs)	**Actions (using dynamic verbs)**
I think she's rich. (I believe)	I am thinking about your plan. (I'm considering)
The milk tastes awful. (It has a bad flavour)	He is tasting the sauce. (He's trying its flavour)

Table 2.13: Examples of the change verbs have in stative and dynamic form

Lesson 8 introduces verb changes, which happen when forming the affirmative, the negative and the interrogative. The lesson is teacher-centred where I take the role of expert resource. Examples of the input are as follows:

Forming the interrogative: verb-to do

Person /number	Subject pronoun	Bare infinitive	Past	Past participle
1st person singular	I	do	did	done
2nd person singular	You	do	did	done
3rd person singular	He /She /It	does	did	done
1st person plural	We	do	did	done
2nd person plural	You	do	did	done
3rd person plural	They	do	did	done

Table 2.14: Conjugations of the verb 'to do' for use as an auxiliary verb

Explanation: The auxiliary verb 'to do', in the bare infinitive and past form are used to form questions. The past participle is not used.

To form the interrogative, the auxiliary verb takes the tense of the main verb and the main verb changes to the bare infinitive form, for example:

- Affirmative: He likes marmite. (Present simple of verb to like in 3rd person singular showing subject / verb agreement)
- Interrogative: Does he like marmite? (Auxiliary verb - to do -has taken the 3rd person singular, like has changed to the bare infinitive form)
- Affirmative: He bought a bike. (Past simple of verb to buy in 3rd person singular showing subject / verb agreement)
- Interrogative: Did he buy a bike? (The auxiliary verb to do has taken the past tense of the main verb.
  The main verb has changed to the bare infinitive form)

Following a number of explanations, the following task is undertaken: Change the affirmative sentences into the interrogative form or forms. Say how the change has taken place. Choose from:

- Inversion with main verb
- Inversion with one auxiliary verb
- Inversion with two auxiliary verbs
- Auxiliary verb – to do
- Question word and inversion
- Question word and auxiliary verb

- Affirmative: John has played the piano every day this week.
- **Interrogative 1: Has John played the piano every day this week? (Inversion with one auxiliary verb)**
- **Interrogative 2: Why has John played the piano every day this week? (Question word and inversion)**

A similar style of work takes place for forming the negative.

Lessons 9, 10 and 11 cover the verb tense forms. Four are covered per lesson and all follow the same format. The forms (affirmative, negative and interrogative), uses, timelines and conjugations of the verbs in the affirmative, negative and interrogative are made explicit, initially through a teacher-centred approach and then from eliciting, where the P-S NESTs work with me to build verbs and label them from prior knowledge. Each lesson has a consolidation exercise.

Lesson 9 covers the present simple, present continuous, past simple, past continuous verb tense forms.

Lesson 10 covers the present perfect, present perfect continuous, past perfect, past perfect continuous verb tense forms

Lesson 11 covers the future simple, future continuous, future perfect, future perfect continuous verb tense forms

An example using the past perfect continuous tense shows the materials given to the P-S NESTs. The materials aim to ensure that accurate records are created.

The form: Past perfect continuous tense

Affirmative	• He / had / been / working / hard. • Subject / **past auxiliary to have / past participle of verb to be : been / present participle**/ROS
Negative	• He / had / not / been / working / hard. • Subject /**past auxiliary to have / adverb: not / past participle of verb to be : been / present participle /** ROS
Interrogative	• Had / he / been / working / hard? • **Past auxiliary to have: had** /subject/ **past participle of verb to be (been) /present participle**/ROS?

Table 2.15: Past perfect continuous worksheet to indicate the form of the verb

Uses: The following table outlines the example sentences given to the P-S NESTs to demonstrate one of the three main uses of the verb tense form. The P-S NESTs work in pairs to think about the uses. The correct answer is confirmed following group eliciting.

Main uses	Example sentences **X: create more examples**
1. **A past continuous action completed in the past**	He had been working very hard, that is why he was tired. **X: …**
2. **A past continuous event up until a certain point**	He had been staying with friends during the trip. **X: …**
3. **A series of past continuous actions**	He had been skipping school for a month. **X: …**

Table 2.16: Main uses of past perfect continuous tense

Timelines: Timelines are used to explain verb tense forms to L2 learners. These are introduced to give an insight into how verb tenses are explained. The first time these are taught (with the present simple tense), an explanation of how they work is given. A teacher-centred explanation is required, which uses the symbols below:

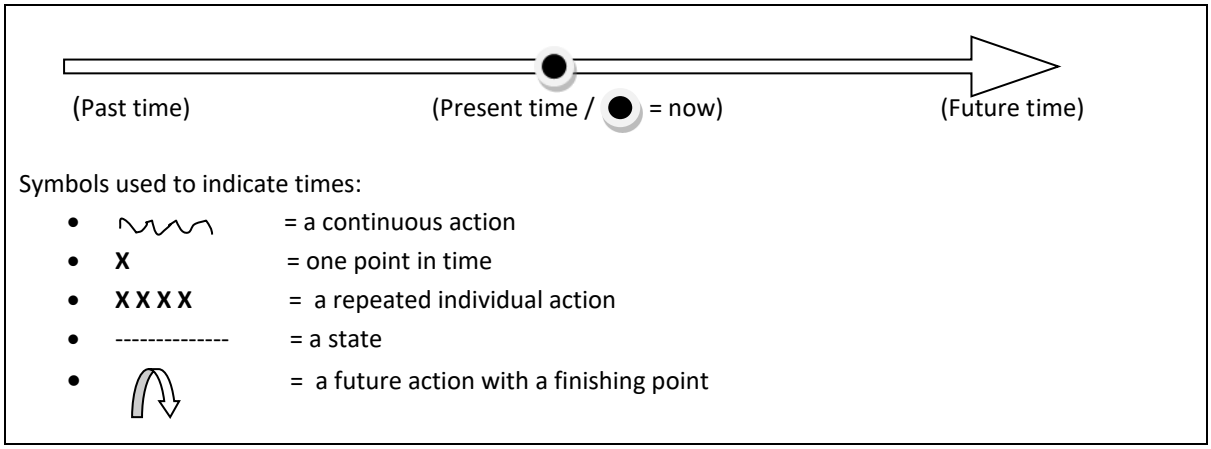


Figure 2.1: An introduction to timelines

Timelines: The P-S NESTs create timelines for the three main uses of the tense. These are undertaken in pairs before class work to confirm the correct answer.

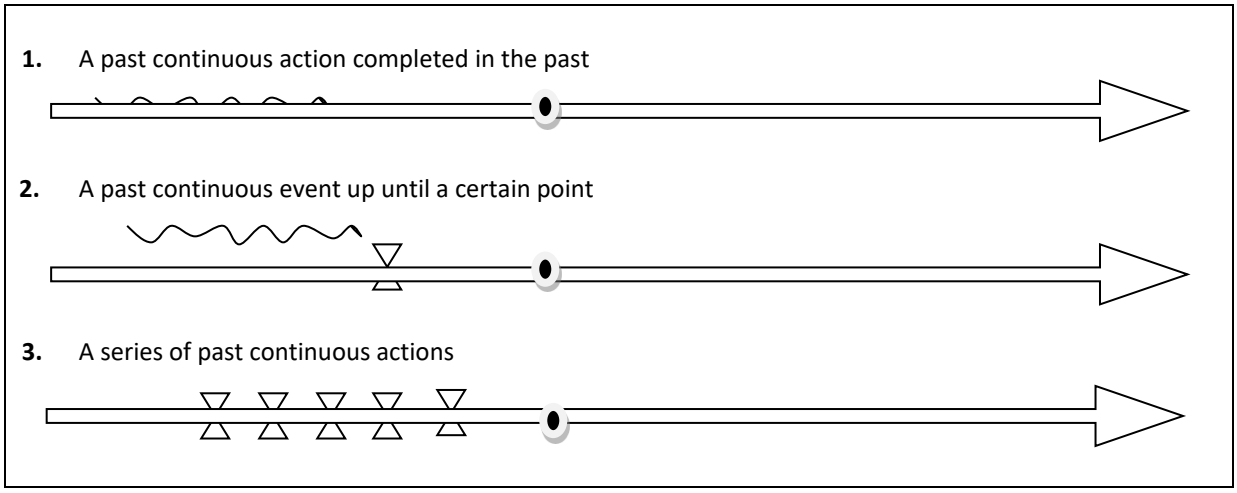


Figure 2.2: Timelines showing three main uses of past continuous tense

Conjugations: The first time they are undertaken (with the present simple tense), the work takes place in class time. Once the procedure is established, work takes place during non-contact hours because it is time-consuming and repetitive. However, it acts as a method to embed explicit knowledge and create accurate records of each verb tense form for future reference. In each case rest of sentence (ROS) is written at the end to keep the focus on the verb.

The affirmative: Past perfect continuous tense

Person /number	Subject Pronoun	Past auxiliary to have: had	Past participle to be: been	Present participle	ROS
1st person singular	I	Had	been	working	…
2nd person singular	You	**Had**	**been**	**working**	…
3rd person singular	He /She /It	**Had**	**been**	**working**	…
1st person plural	We	**Had**	**been**	**working**	…
2nd person plural	You	**Had**	**been**	**working**	…
3rd person plural	They	**Had**	**been**	**working**	…

Table 2.17: Conjugation of affirmative past perfect continuous

The negative: Past perfect continuous tense

Person /number	Subject pronoun	Past auxiliary to have: had	Adverb: not	Past participle to be: been	Present participle	ROS
1st person singular	I	had	not	been	working	…
2nd person singular	You	**had**	**not**	**been**	**working**	…
3rd person singular	He /She /It	**had**	**not**	**been**	**working**	…
1st person plural	We	**had**	**not**	**been**	**working**	…
2nd person plural	You	**had**	**not**	**been**	**working**	…
3rd person plural	They	**had**	**not**	**been**	**working**	…

Table 2.18: Conjugation of negative past perfect continuous

The Interrogative: Past perfect continuous tense

Person /number	Past Auxiliary to have: had	Subject Pronoun	Past participle to be: been	Present participle	ROS	?
1st person singular	had	I	**been**	**working**	…	?
2nd person singular	**had**	You	**been**	**working**	…	?
3rd person singular	**had**	he /she /it	**been**	**working**	…	?
1st person plural	**had**	We	**been**	**working**	…	?
2nd person plural	**had**	You	**been**	**working**	…	?
3rd person plural	**had**	They	**been**	**working**	…	?

Table 2.19: Conjugation of interrogative past perfect continuous

Consolidation of verb tense forms: three types of consolidation exercises are undertaken during non-contact hours for each verb tense form. The answers are provided to the students in the appendix section of their book. Example exercises follow.

Example of verb consolidation task 1: P-S NESTs correct L2 learners' written verb errors and explain them using metalanguage. No credit is given for just correcting the answers without an explanation. The exercises prepare P-S NESTs for test questions so a marking scheme is given. The overall mark achievable is stated and P-S NESTs understand that one mark is given for a correct explanation. There are a number of ways of explaining errors. One example is given in the appendix answers. However, P-S NESTs can ask for clarification of individual answers at any time.

Error: I am understanding you. (Explanation worth 3 marks)

Correct: **I understand you (0 marks)**

Reason: **The learner has used the verb 'to understand' as a dynamic verb (1 mark). To understand is a stative verb (1-mark) and does not have a present participle (or -ing) form (1 mark).**

Example of verb consolidation task 2: The task provides the opportunity to revisit and learn grammatical metalanguage by writing either explanations or definitions. It aims to ensure that new knowledge is embedded and can be explicitly written about, for example:

Task: explain or define the following metalanguage:

- The infinitive

The infinitive does not indicate any tense. To is always written before the infinitive, for example: to see, to hear, to tell

Example of verb consolidation task 3: One sentence is written using each of the twelve verb tense forms. The P-S NESTs undertake four tasks per question, where the name, metalanguage, form and use of the verb tense form is revised, for example:

1. Write the name of the verb tense form
2. Label each part of the verb tense form using metalanguage
3. State the form of the sentence
4. State the use of the verb tense form presented in the sentence

	Have you ever eaten snails?
1	**Present perfect tense**
2	**Present auxiliary: *to have* / subject pronoun / adverb: ever / past participle / ROS**
3	**The interrogative**
4	**Asking now about an action of the past**

Table 2.20: Example of verb tense form revision exercise

Lesson 12 covers work on modal verbs and includes requests and orders, offers, permission, ability, obligation and compulsion, possibility, certainly-true, certainly un-true.

A teacher-centred approach is taken, where the facts and examples of modal form for use are presented. The P-S NESTs produce examples through pair and group-work following each presentation, for example:

Possibility: There is no significant difference between may and might

May and might are for the possibility that something is true

	PAST	PRESENT	FUTURE
AFFIRMATIVE	may have + past participle might have + past participle	may+ bare infinitive might could	may+ bare infinitive might could
NEGATIVE	may not have + past participle might not have + past participle can't have + past participle	may not+ bare infinitive might not can't	may not+ bare infinitive might not can't

Table 2.21: Presentation of modals for possibility

- Past: You might have dropped the letter. / They might not have received the letter.
- Present: It may rain. / It might not rain after all!
- Future: He might win the race. / He can't compete in the race as he has broken his leg!

TASK: Create examples

Consolidation task: Explain the form, time and meaning of the sentences, which include a modal verb.

- **You can't be serious**
- FORM: modal + adverb not+ bare infinitive (negative)
- TIME EXPRESSED: present
- MEANING: certainty

Lesson 13 consists of verb consolidation and project guidelines, which are as follows:

Consolidation: The aim is to revise all work undertaken on verbs undertaken in lessons 7, 8, 9, 10, 11 and 12 by playing a group work game. During the game, the P-S NESTs can refer to their books if they choose. Each group is given a die and an envelope, which contains cut up cards as shown on the table below.

Auxiliary verb	Present simple	Past simple	Future simple
Contracted verb	Present continuous	Past continuous	Future continuous
Dynamic verb	Present perfect	Past perfect	Future perfect
Stative verb	Present perfect continuous	Past perfect Continuous	Future perfect continuous
Present participle	Present simple	Past simple	Future simple
Past participle	Infinitive	Bare Infinitive	Modal verb

Table 2.22: Cards for verb consolidation game

Instructions: Pick a card from the envelope, roll the die and follow the instruction given for numbers 1, 2, 3, 4, 5 and 6. Show your card to your group. The group confirms if your answer is correct or incorrect.

1. Create an example sentence using the verb tense form in the affirmative
2. Create an example sentence using the verb tense form in the negative
3. Create an example sentence using the verb tense form in the interrogative
4. Describe the use
5. Describe the form using metalanguage
6. If possible, draw a timeline of one main use

Project work: The project ensures P-S NESTs apply their KAG to a TESOL related situation. Each student is given different pieces of L2 learner's writing graded at an IELTS 5.0. The level ensures errors are plentiful and visible. The project is worth 40% of the total mark. The project guidelines, an example of how to write and the marking scheme are presented below.

Project guidelines: Word count: 1000 words (+/-10%)

- Mention different language errors. If you encounter the same errors throughout your script, just explain one and comment that it occurs frequently. You can ask for additional and therefore different scripts at any time to overcome this.
- Write using grammatical metalanguage
- Do not write about spelling errors (apart from singular and plural nouns): just correct them in your corrected sentence.
- Marks are given for the number of correct, relevant, different observations that you make. Errors and observations that lack clarity contribute to negative marking. How easy the project is to read is also considered. Please look at the marking scheme that follows the example of how to write the project.

Figure 2.3: Project guidelines

Example of writing style: You will notice errors in the L2 learners' writing. Explain an error in the following manner

Error: <u>Computer become</u> a must have item...

Correction: <u>Computers have become</u> a must have item... (0 marks)

The subject (1 mark) common noun 'computer' (1 mark) needs to be pluralised to 'computers' (1 mark). This is because the zero article is being used to present a fact (1 mark) which talks about

computers in general and not just one. In addition, the learner has used the wrong tense; he / she should have used the present perfect tense (1 mark) to talk about the result now of a past action, with no time reference (1 mark). In order to make this, the auxiliary verb-to have is needed (1 mark) in the third person plural form 'have' (1 mark) with the past participle of the verb – to become 'become' (1 mark). In addition, 'must have item' needs to be introduced using the indefinite article 'a' (1 mark).

Grammar project marking criteria

Fail 0-39%

- Under 20 relevant points are mentioned
- Lots of errors with incorrect terminology and incorrect explanation
- Difficult to read
- Little knowledge of course material, knowledge is superficial
- Absence of appropriate writing style

40% +

- You need to mention around 20-30 relevant points
- Marks are deducted for errors and areas that lack clarity
- Partial knowledge of course material demonstrated through the use of some grammatical features
- An attempt to write coherently is identified

50% +

- You need to mention around 30-40 relevant points
- Marks are deducted for errors and areas that lack clarity
- A broad knowledge of grammar indicated, a few instances of inaccurate analysis
- An emerging academic style is evident

60% +

- You need to mention around 40-50 relevant points
- Marks are deducted for errors and areas that lack clarity
- Detailed knowledge of grammar demonstrated, accurate identification of target features
- Clearly expressed and coherent

70% or over

- There must be no errors
- You need to mention 50+ relevant points
- Project must be clear and easy to read
- Grammar knowledge is demonstrated coherently, excellent examples of relevant features
- Confident, clear and coherent writing. Language is sharp and clear

Figure 2.4: Grammar project marking criteria

Lesson 14 consists of test 2. Test 2 has 4 sections with 40 questions worth 100 marks. It is worth 15% of the overall module mark. It tests all work undertaken on verbs. The following section describes the test sections.

Section 1: 28 marks are awarded for answering factual questions and for giving definitions associated with verbs, for example:

Q: What does a verb tense form tell us?

A: **When something happened through the tense (1- mark) and how something happened through the aspect (1- mark).**

Section 2: 57 marks are awarded for underlining, naming, and labelling verb tense forms with metalanguage. All the 12 verb tense forms have a question.

Underline verb tense form	Sara **has worked** for 4 hours (1 mark)
Name the verb tense form	**present perfect / affirmative** (1 mark)
Name the component parts of the verb tense form	Subject / **Present auxiliary - to have** (1 mark), **past participle - to work** (1 mark) /R.O.S.

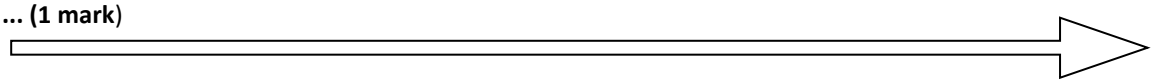
Table 2.23: Example question on verb tense forms

Section 3: 5 marks are awarded for choosing a verb tense form, writing two main uses of it and representing them on a timeline, for example:

VERB TENSE FORM: **... (1 mark)**

MAIN USE 1: **... (1 mark)**

... (1 mark)



MAIN USE 2: **... (1 mark)**

... (1 mark)

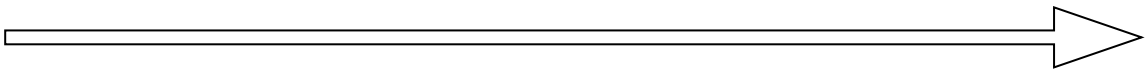


Figure 2.5: Test question about timelines

Section 4: 10 marks are awarded for using metalanguage to describe L2 errors, for example:

- ERROR: Jason live in London
- CORRECT FORM: **Jason lives in London** (0 marks)
- REASON: **Subject and verb need to agree** (1 mark). **The 3rd person singular form of verb-to live (lives) is required** (1 mark).

Project worksheet distribution:_After the test, the P-S NESTs are given different samples of L2 learner writing, graded at IELTS level 5.0. The P-S NESTs confirm that they are able to read the handwriting and are told they can have as many additional sheets as they want. Writing samples are taken into every subsequent lesson. They have eight weeks to work on the project.

2.6.3: Lessons 15 - 22 and test 3

Lesson 15 covers the 0 conditional, 1st conditional, 2nd conditional, 3rd conditional, mixed conditionals, the indicative mood and the subjunctive mood.

Board work: The lessons begins by asking volunteers to write sentences beginning with 'if' on the board. Example results from the exercise are as follows:

- If I had a beautiful voice, I would be a singer
- If I buy a jellyfish, I will be happy.

Each conditional is introduced uniformly. Examples of sentences are given and the form and function elicited. P-S NESTS create their own examples and consolidation tasks are undertaken.

Example: 0 Conditional (If can also mean when)

- If an egg drops, it breaks.
- If you spend £20 in the supermarket, you get 5% discount.
- If you eat out of date food, you get ill.
- Function: **Fact**
- Form: **If +subject+ present simple + R.O.S, subject + present simple + R.O.S.**

Task: For each sentence, name its function and type of conditional.

Conditional sentence	Function	Type
If I hadn't slept late, I wouldn't have missed the train.	**Regret**	**3rd**
If he loved her, he would have married her.	**Present cause, past result**	**Mixed 2ndand 3rd**
If I see the painting in the gallery, I'll look at it.	**Possibility**	**1st**

Table 2.24: Revision exercise for conditional sentences

Task: At the end of the lesson, P-S NESTs return to their original board and write the function and type of the conditional clauses. The task demonstrates that within the lesson innate knowledge has become explicit.

Conditional sentence	Function	Type
If I had a beautiful voice, I would be a singer.	**Dream**	**2nd**
If I buy a jellyfish, I will be happy.	**Possibility**	**1st**

Table 2.25: P-S NESTs re-visit of original 'if' sentences

The indicative and the subjunctive moods are mentioned briefly

Lesson 16 covers the active voice and the passive voice. The lesson looks at how the passive voice is formed from the active voice. I am in the position of expert resource. I provide the explanations about the form before tasks are undertaken, for example:

Explanation: Verbs can be written in two voices: the active voice and the passive voice

The twelve verb tense forms studied thus far have been in the active voice.

- The active voice tells us what the subject does.
- The passive voice tells us what happens to the subject.

The following tasks enable the P-S NESTs to discover the meaning

Task: What is the difference in meaning between the following sentences?

1. Bob built the house in 2002. / **It tells us who built the house –BOB**
2. The house was built in 2002. / **It tells us when the house was built**
3. The house was built in 2002 by Bob. / **It tells us when the house was built – 2002 and who built it (by adding by+ noun)**

Board work: One example of forming the passive voice is undertaken verbally using all class eliciting, for example:

The storm blew down the tree – ACTIVE sentence

- What is the object? - **The tree**
- Make the object the subject - **The tree**
- What is the tense of the verb? -**Past simple**.
- Put the verb 'to be' in the past simple - *was/were* (=was, the subject is 3rd person singular)
- Put the verb in the past participle - **blown down**
- What is the subject? – **the storm,** so put **by the storm** at the end if you want to or need to.

- **The tree was blown down by the storm – PASSIVE sentence**

After the first board work, two additional class board work examples are undertaken with the present simple and present continuous tense.

ACTIVE VOICE	The lady	cleans	this room	everyday
	subject	**Present simple**	**object**	**ROS**
		Present simple of verb to be Past participle of main verb		
PASSIVE VOICE	This room	is cleaned	everyday	**by** the lady
	subject	verb	ROS	**by** + object

Table 2.26: Present simple verb change from active to passive voice

ACTIVE VOICE	The lady	is cleaning	the room	At the moment
	subject	**Present continuous**	**object**	**ROS**
		Present simple of verb to be Present participle of the verb to be Past participle of main verb		
PASSIVE VOICE	The room	is being cleaned	everyday	**by** the lady
	subject	verb	ROS	**by** + object

Table 2.27: Present continuous verb change from active to passive voice

To ensure the P-S NESTs have accurate records, the charts above are pre-printed in their Language Awareness Grammar book. A list of examples of sentences follow, which are written in the active voice and the passive voice for each verb tense form, for example:

Past Continuous:

Active: The lady <u>was cleaning</u> the room when I arrived.

Passive: The room <u>was being cleaned</u> (by the lady) when I arrived.

Two tasks followed the introduction in order to practice using and identifying the passive voice.

Task: The P-S NESTs undertake pair work with 10 sentences. Student A changes sentences 1-5 from the active voice to the passive voice using intuition, whilst student B follows the rules. The P-S NESTs

take opposite roles for sentences 6-10. The aim is to find if the same or different sentences are created. A brief discussion on NS usage and traditional rules follows. Example sentences are:

- The University recruits a lot of P-S NESTs- **A lot of P-S NESTs are recruited (by the University).**
- They are going to build a new hospital - **A new hospital is going to be built (by them)**

Task: A reading task follows where P-S NESTs find examples of the passive voice in a text. The task is to find the 11 examples of the passive voice within the 563-worded article for example:

'Dark Ages royal palace discovered in Cornwall – in area closely linked to the legend of King Arthur'
'The mysterious origins of the British archaeological site most often associated with the legend of King Arthur have just become even more mysterious. Archaeologists have discovered the impressive remains of a probable Dark Age royal palace at Tintagel in Cornwall. It is likely that the one-metre thick walls that **are being unearthed** are those of the main residence of the 6th century rulers of an ancient south-west British kingdom, known as Dumnonia.'
(http://www.independent.co.uk/news/science/archaeology/king-arthur-castle-cornwall-tintagel-dark-ages-palace-camelot-a7168761.html (accessed 06.08.2016).

Consolidation: The task consists of 10 sentences written in the passive voice. The P-S NESTs change the sentence into the active voice and name the verb tense form. The purpose if for the P-S NESTs to gain more exposure to examples of the passive voice, for example:

- Passive voice: The Grand Canyon has been visited by thousands of people.
- Tense: **Present perfect simple**
- Active voice: **Thousands of people have visited the Grand Canyon**

Additional tasks encourage the P-S NESTs to identify the passive voice when reading news articles.

Lesson 17 covers work on adjectives and prepositions. Tasks are included to gain an understanding about the form of adjectives through adding suffixes to nouns, the order of adjectives, comparative and superlative adjectives and categories of prepositions. Example sections of the tasks follow, which are undertaken after eliciting work to define the parts of speech have been undertaken

Task: The task encourages P-S NESTs to think about suffixes, which are used to form adjectives from nouns, for example:

- cloud**y** / dirt**y** / grease - **greasy** / thirst**y**
- mother**ly** / home**ly** / day – dai**ly**
- business-**like** / life**like** / child**like**

Work is also undertaken to make spelling changes explicit, for example:

- day – dai**ly – change the y to i and add ly**

Task: The task encourages P-S NESTs to think about the position of an adjective in a sentence, for example: Look at the adjective 'old'. Where do we put adjectives in a sentence?

- It is an old house He is old.
- He looks old.
- It seems old.
- Answer: **Before a noun and after a verb**

Task: A table is presented which gives examples of the order of adjectives. Class eliciting is undertaken to confirm the categories.

Determiner	**Value**	**Size**	**Age**	**Shape**	**Colour**	**Origin**	**Material**	**Compound**	**Noun**
Two	lovely				black		leather	riding	boots
A	priceless		nineteenth-century			impressionist			painting
Their		huge		circular				swimming	pool
My						Swedish	wooden	salad	bowl
The	dirty		old				metal	garden	seat
One		tiny		l-shaped				utility	room
Jane's	pretty					Victorian		writing	desk
His	charming				white-washed			country	cottage

Table 2.28: The order of adjectives

Task: Put the following into the appropriate order and name of category of each adjective.

- A lawyer - American/tall (**tall, American / size, nationality)**
- A blouse - Chinese/silk: **Chinese silk (talking about the material) or silk Chinese (talking about the style). The meaning shows how traditional rules are not always followed. Origin / material or material /origin**

Task: Class eliciting is undertaken to describe pictures, such as those with boats, animals and different landscapes. Words are elicited and I write them in the appropriate place on the table, which is written on the board. The types of adjective is elicited following group discussion and work continues to elicit the comparative and superlative forms.

	Adjective	Comparative	Superlative
Short adjectives 1 syllable	big, large, small	**+er** **bigger, larger smaller**	**+est** **biggest, largest, smallest**
Ending in y	tiny, ugly, smelly, fruity	**remove y +ier** **tinier, uglier** **smellier, fruitier**	**remove y + iest** **tiniest, ugliest** **smelliest , fruitiest**
Long adjectives more than 1 syllable	beautiful, spectacular amazing fabulous	**more /less + adj** **more beautiful** **more spectacular** **more amazing** **more fabulous**	**most/ least + adj** **most beautiful** **most spectacular** **most amazing** **most fabulous**
Irregular adjectives	good bad far	**better** **worse** **farther**	**best** **worst** **farthest**

Table 2.29: Guidelines for forming adjectives, the comparative and superlative

The task asks students to work out the rules for the comparative and superlative

1. Double the last letter of adjectives that end in 1- vowel and 1 -consonant.

2. Add 'r' or 'st' if the adjective ends in 'e'

Task: Work is undertaken to make explicit the meaning of using the past participle and present participle of adjectives. Example sentences are given and class eliciting is undertaken to create more examples.

- He is bored **(The -ing adjective, in the form of a present participle tells us about the thing).**
- He is boring **(The-ed adjective, in the form of a past participle tells us about how someone feels about the thing)**

Prepositions: A definition of a preposition is given. Prepositions are words used with *nouns, pronouns and gerunds* to link them to other words. Main categories, direction and movement, place and position, time and cause of action, purpose or reason, origin or source, possession or amount, having and not having, are elicited through example sentences. The P-S NESTs create more examples.

Category:	Examples:	Examples in sentences:
Direction and movement	to, towards, through, into, across, over , along, on , onto, in In	They went to Rio. He went into the room. They flew across the Pacific. • **…**
Cause of action	By	They travelled by plane. • **…**

Table 2.30: Preposition task

Lesson 18 covers work on adverbs and conjunctions. Types of adjectives, adverbial phrases, position of adverbs in sentences and conjunctions are included.

Explanation: Explicit information is given to P-S NESTs about different types of adverbs, these include: linking adverbs, viewpoint adverbs and adverbs of frequency, certainty, manner, place and time, for example:

- Linking adverbs: next, however, subsequently
- Viewpoint adverbs: luckily, hopefully, frankly

Adverbial phrases consist of more than one adverb and answer the questions how, when and where, for example:

- They bought the house *happily/yesterday / in Treforest.* (The reader is told how (manner), when (time) and where (place) they bought the house.)

Explanation: How the position of adverbs change the meaning in sentences is explained, for example:

- Have you ever been to Asia?
- I have visited Thailand only
- Meaning: I have not been to any other countries in Asia

- Have you ever lived in Thailand?
- I have only visited Thailand.
- Meaning: No but I stayed in Thailand for a short amount of time.

- Has anyone in your family visited Thailand?
- Only **I** have visited Thailand.
- Meaning: Just me, nobody else has been to Thailand

Explanation: A list of guidelines about where adverbs are frequently placed is given.

Initial	Mid	End
Linking adverbs: next, however, subsequently	Adverbs of frequency: always, often, sometimes, never	Adverbs of manner: correctly, carefully, angrily
Viewpoint adverbs: luckily, hopefully, frankly	Adverbs of certainty: probably, certainly, possibly	Adverbs of place: downstairs, upstairs, over there
		Adverbs of time: tomorrow, yesterday, today

Table 2.31: Guidelines to show the position of adverbs

Task: P-S NESTs undertake tasks to think about the knowledge just explained about adverbs before making their own example sentences to be labelled with type and position in pair-work, for example:

Task: The task involved changing adjectives into adverbs and identifying how they are formed and irregular versions.

- Adjectives: She was a happy / fast / bad / good / serious / hard / neat / untidy / conscientious / responsible / willing / efficient worker.
- Adverbs: She worked **happily / fast / badly / well / seriously / hard / neatly / untidily / conscientiously / responsibly / willingly / efficiently.**

Question: How do we use adjectives that end in –ly as adverbs?

We bracket it, '…in a …-ly way', for example: He speaks in a lovely way

Board work is undertaken to elicit comparative and superlative adverbs.

	Adverb	Comparative adverb	Superlative adverb
-ly adverbs	Slowly Quickly	**More...than** **More slowly than** **More quickly than**	**The most …** **The most slowly** **The most quickly**
Adverbs with one syllable	Fast Hard	**+ er than** **Faster than** **Harder than**	**+the …+est** **The fastest** **The hardest**
Irregular adverbs	Well Badly Far Little	**Better** **Worse** **Further** **Less**	**Best** **Worst** **Furthest** **Least**

Table 2.32: Comparative and superlative adverbs

Task: use a comparative and superlative adverbs in sentences follows, for example:

Adverb: slowly = Jane drives slowly but Sara drives **more slowly.**

A task to work out the position of adverbs of frequency followed their explanation

Put the word 'never' into the sentences and then work out where adverbs of frequency are positioned.

- I **never** come to work by bus.
- He was **never** lazy.
- He has **never** visited Africa.
- Sue has **never** been camping.

Position: **adverbs of frequency are positioned before main verb (except the verb 'to be') and after the first auxiliary verb**

Conjunctions: An overview of conjunctions is given following eliciting. The definition, a list of common words used as conjunctions and some rules are covered.

Definition: Conjunctions (also known as joining words) join two or more clauses to make one complete sentence.

Common conjunctions: While, when, yet, for, until, or, after, not, before, that, but, then, although, as, because, unless, whether, where, though, how, if

The conjunction 'and': 'And' is a weak conjunction, it has the ability to join a clause (which has a verb) and a phrase (which does not have a verb), for example:

The man walked down the street **and** around the corner.

Clause (verb = walked) phrase (no verb)

And can be used to join two clauses but it is considered weak. As a result, it is better to choose a conjunction from the list above.

Task: Complete the following sentences with an appropriate conjunction and work out the rule for their position in a sentence.

- **Whether** you like it or not, you must go.
- You must go **whether** you like it or not.

Position: **Conjunctions are used either at the beginning of one clause or in the middle of two clauses.**

Lesson 19 covers work on defining relative clauses, non-defining relative clauses and reduced relative clauses. The lesson starts with eliciting and an explanation. The P-S NESTs then undertake tasks to work out how relative pronouns are used.

Explanation: A clause is a part of a sentence that includes a verb. A relative clause tells us which person or thing (or what kind of person or thing) the speaker is referring to. In order to create a relative clause, pronouns have to be used, these are: who, which, that, (nothing- a blank), whom (formal and not used often), whose, where, when.

Task: The P-S NESTs work in pairs to complete 21 sentences with an appropriate relative pronoun, for example:

The woman	**who**	won the money is my aunt.
The woman	**that**	won the money is my aunt.
The bus	**which**	broke down was very old.
The bus	**that**	broke down was very old.
My car,	**which**	I bought 5 years ago, is a Mini.

Table 2.33: Example of task to use pronouns in relative clauses

Task: Name some facts associated with non- defining relative clauses.

- **A non-defining relative clause has extra information held between two commas.**
- **In the example, *'My car, which I bought 5 years ago, is a mini'* the words contained within the commas can be removed and the sentence still makes sense.**
- **Non-defining clauses cannot use the pronoun *'that'*.**

Task: Work out the rules for forming a reduced relative pronoun from the examples:

- Relative pronoun: Susan is the one who is sitting (present participle) on the bench.
- Reduced relative pronoun: Susan is the one sitting on the bench
- Relative pronoun: This is the policy which/that was decided (past participle) upon in the meeting.
- Reduced relative pronoun: This is the policy decided upon in the meeting.

Rule: **The relative pronoun and part of the verb 'to be' are removed. The present participle and past participle remain.**

Lesson 20 consists of reported speech. It covers explanations about the verb changes, examples and task associated with statements, questions, commands and requests. A section of the lesson follows.

Example: reported statement

- The bank has closed. **He said that** the bank **had closed**

Example: reported question

- Has the bank closed? **She asked if** the bank **had closed.**

Task: Change the following sentences into reported (indirect) speech.

For the exercise, change the verbs (even though we know it is not always necessary!)

Direct	Indirect
Jenny said the following;	**Report what Jenny said to someone.**
My parents are very healthy.	Jenny said that her parents **were** very healthy.
I am going to learn to drive.	She

Table 2.34: Reported speech exercise

Lesson 21 revises all work undertaken on verbs in lessons 15,16,17,18 and 19 by playing a game, which encourages group conversation. During the game, the P-S NESTs can refer to their books if they choose. Each group is given an envelope which contains a die and cut up cards as shown on the table below.

Present simple passive	Past simple passive	Future simple passive	Zero conditional
Present continuous passive	Past continuous passive	Future continuous passive	First conditional
Present perfect passive	Past perfect passive	Future perfect passive	Second conditional
Present perfect continuous passive	Past perfect continuous passive	Future perfect continuous passive	Third conditional
Defining relative clause	Non-defining relative clause	Reduced relative clause	Mixed conditional

Table 2.35: Cards used to revise for test 3

Instructions:

- Pick a card from the envelope
- Write a sentence using the metalanguage and ask your group to say what you have written
- Explain how the grammar point is formed using metalanguage

For consolidation work on adjectives, adverbs and conjunctions, the P-S NESTs write their own tasks for the group to undertake. Example tasks are given:

- Define an adverb
- Name types of adverbs
- Which type of adjective have I underlined in my sentence?

Lesson 22 has test 3. Test 3 consists of 6 sections with 40 questions worth 60 marks. It is worth 15% of the overall module mark. It tests the grammatical metalanguage, the form and use of adverbs, adjectives, conjunctions, prepositions, conditional clauses, the passive voice and the indicative and subjunctive mood. The following section describes the test sections.

Section 1: 10 marks are awarded for labelling underlined words in a sentence with metalanguage, for example:

- Janet arrives earlier than Jen in the morning – **comparative adverb** (1 mark).

Section 2: 10 marks are awarded for writing a sentence, which included a named part of speech. The part of speech needed to be underlined, for example:

- A possessive relative pronoun - **The boy whose bike was broken.** (1 mark)
- An adverb of frequency – **She sometimes went swimming**. (1 mark)

Section 3: 10 marks are award for writing a sentence in in the form of the metalanguage, for example:

- The zero conditional - **If you shop in sales, items are cheaper**. (1 mark)
- A non-defining relative clause – **Joshua, who drives a mini cooper, is my friend**. (1 mark)

Section 4: 8 marks are awarded for naming the verb tense form, changing a sentence from the active to the passive voice and labelling parts of the verb tense form (in the passive voice) with grammatical metalanguage, for example:

ACTIVE VOICE	Bob was visiting his son when Sue phoned
TENSE FORM	**Past continuous** (1 mark)
PASSIVE VOIVE	His son **was being visited** by Bob when Sue phoned (1 mark)
PARTS OF SPEECH	**Past auxiliary –to be (was)** (1 mark) **Present participle - to be (being)** (1 mark) **past participle - to visit (visited)** (1 mark)

Table 2.36: Example of test question to change sentence from active to passive voice

Section 5: 8 marks are awarded for using metalanguage to correct L2 learners' errors, for example:

ERROR: The journey was very tired.

CORRECT: **The journey was very tiring** (0 mark)

REASON: **The incorrect form of adjective has been used. Adjectives ending in –ed (past participle used as an adjective) describe facts** (1 mark). **The sentence needs an adjective ending in –ing (present participle used as an adjective), which describes a personal perspective** (1 mark)

Section 6: 10 marks are awarded for completing tables about adverbs and adjectives, for example:

- Complete the table:

Adverb	Comparative Adverb	Superlative Adverb
badly (1 mark)	worse	worst
Happily	**more happily** (1 mark)	**most happily** (1 mark)

Table 2.37: Example of test questions for adjectives and adverbs

2.6.4. Lessons 23-24 and test 4

Lesson 23 revises the whole KAG programme. The P-S NESTS play a game, which encourages group conversation. During the game the P-S NESTs can refer to their books if they choose. Each group is given an envelope, which contains cut up cards as shown on the following table.

Common noun	Proper noun	Concrete noun	Abstract noun
Singular regular noun	Plural regular noun	Countable noun	Uncountable noun
Gerund	Compound noun	Genitive ('s)	Subject pronoun
Object pronoun	Possessive pronoun	Possessive adjective	Reflexive pronoun
Interrogative pronoun	Definite article	Indefinite article	Zero article
Subject	Object	Transitive verb	Intransitive verb
Auxiliary verb	Present simple active+ passive	Past simple active+ passive	Future simple active+ passive
Contracted verb	Present continuous active+ passive	Past continuous active+ passive	Future continuous active+ passive
Dynamic verb	Present perfect active+ passive	Past perfect active+ passive	Future perfect active+ passive
Stative verb	Present perfect cont. active+ passive	Past perfect cont. active+ passive	Future perfect cont. active+ passive
Present participle	Present simple active+ passive	Past simple active+ passive	Future simple active+ passive
Past participle	Infinitive	Bare Infinitive	Modal verb
Zero conditional	First conditional	Second conditional	Third conditional
Defining relative clause	Non-defining relative clause	Reduced relative clause	Mixed conditional
Adjective	Adverb	Preposition	Conjunction
Past participle used as an adjective	Present participle used as an adjective	Comparative Adjective	Superlative adjective
Indicative mood	Subjunctive mood	Comparative adverb	Superlative adverb

Table 2.38: Test 4 revision game

Instructions: Take a card from the envelope. Write a sentence using the grammatical metalanguage. Where appropriate, underline the word you are referring. Show your sentence to your group.

Lesson 24 consists of test 4. Test 4 consists of 1 section with 50 questions worth 2 marks each=100 marks. It tests recognition of all the KAG studied throughout the KAG programme. It tests if the P-S NESTs are able to match grammatical metalanguage with sentences or with words underlined in sentences. Care is taken in the design of test 4 to ensure the grammatical term can only be used once.

Section 1: 50 marks are awarded for matching an underlined part of a sentence with a metalinguistic term. Section 1 consisted of two lists: list one consists of 50 sentences with underlined words, which are numbered 1 to 50, and the second list consists of 50 metalinguistic terms, which are written in alphabetical order for matching. One mark is awarded for each correct match, for example.

1. She's a happy person.
2. John is giving a presentation at the moment.
3. Joe runs the fastest.
4. I'm bored.
5. You must see that film!

Metalinguistic term	**Number of sentence**
Adjective	**1**
Bare infinitive	**5**
Past participle used as adjective	**4**
Present continuous- active	**2**
Superlative adverb	**3**

Table 2.39: Section of test 4

Lesson 24 is the final lesson of the KAG programme. On completion of the lesson, all students finish their first year studies and take their summer break. All have a choice whether to proceed onto year 2 of the TESOL minor and start studying procedural aspects of P-S TESOL education.

2.7: Chapter 2 summary

Chapter two presented details about the KAG programme. It covered how it was initiated from circumstance, how it complies with the university's module design features, its broader position within the TESOL minor and other degrees and its relation to employability. The TESOL minor degree enables undergraduates to work towards a graduate TESOL certificate on successful completion of 6 x 20 credit modules contained within it. A breakdown of the modules showed that during the first year, declarative knowledge of KAG and lexis and phonology is studied before procedural aspects of P-S TESOL education begin in the second year. The content, lesson aims, activities, the teacher and student roles of the KAG programme were outlined. In addition, some but not an exhaustive or complete understanding about each lesson's content was presented, along with a breakdown of the four tests and project work. Facts associated with the programme are that it assumes no prior KAG, it is teacher-led and it follows a cognitive constructivist teaching approach, where the teacher acts as an expert resource to make KAG explicit, and as a language guide to encourage the P-S NESTs to continuously

use and recycle KAG studied. The P-S NESTs need to study, remember and importantly apply KAG to TESOL to successfully complete the module assessments. KAG is not gained through independent study.

The remainder of the thesis presents mixed method, longitudinal research undertaken with participants who studied the KAG programme. Data were collected from four different cohort years in 2013-2014, 2014-2015, 2015-2016 and 2016-2017. The KAG programme is evaluated to find out about its need, its influence and its impact on the development of grammatical awareness for TESOL. Three case studies are undertaken. Case study 1 investigates the KAG programme' need by looking at participants' (P-S NESTs and P-S NNS') KAG levels and perception on the first day of the KAG programme; in total 91 P-S NESTs and 46 P-S NNS, from four different academic years, contribute to the data. Case study 2 examines how it influences P-S NESTs' KAG levels and perceptions through assessment results achieved from it. 73 P-S NESTs, from four different years, contribute to the data. Case study 3 explores the impact the KAG programme has on the development of grammar teaching awareness during the TESOL practicum. Data were collected from 10 P-S NESTs, from two different academic years, during their third year of academic study. All 10 had studied the KAG programme and had successfully completed year one and two modules. The research aims to find out the impact the KAG programme has on the development awareness for grammar teaching. The three cases studies were undertaken through a research design which considered philosophical, ethical and procedural aspects along with other areas. A full explanation of the research design follows in the next chapter.

Chapter Three: Research Design

Research Design

3: Introduction

Chapter three presents the research design. First, the conceptual framework summarises reasons for the research and presents the contribution it makes to knowledge. Then, the ontological, epistemological and methodological considerations are articulated. Next, the pilot study, the research timetable and research design are outlined. After that, the participants, the assessments used for quantitative data and the ethical considerations are described. The contexts of case studies 1, 2 and 3 follow, with introduction of the hypotheses and/or questions contained within each. Towards the end of the chapter, the qualitative and then quantitative materials used, and the relevant data collection procedures and forms of analysis, which include data mixing strategies, are explained. The chapter ends with a discussion of the limitations of the research design and a summary of the chapter's contents.

3.1: Conceptual framework

The research addresses the gap in NS' KAG. Literature outlined over 30 years of research which found NS' KAG to be weak. Grammar is not studied in UK secondary education and it is given little focus in initial TESOL education, which results in UK P-S NESTs not having KAG study opportunities. Commentators have stated the importance of KAG for TESOL through research associated with how it impacts on teacher cognition, the development of TLA and language teaching beliefs. However, little has been done to create a solution to enable P-S NESTs to gain KAG. This research investigates, examines and explores the impact of studying a KAG programme prior to P-S TESOL education and aims to assess the impact an enhanced focus has on P-S NESTs' KAG. The KAG programme (outlined in chapter 2) is the focal point of the research and the substantive question research question asks: What impact does an enhanced KAG focus have on P-S NESTS taking TESOL education?

The research is located in the concept of teacher-led programme evaluation. Teacher-led programme evaluation works within the confines of the pre-programme evalution design, where the method of analysis is to collect and analyse relevant data 'to promote the improvement of a curriculum and assess its effectiveness' (Brown 1989 p.223). Teacher-led evaluations provide the opportunity to investigate what students need and to assess the impact of an intervention. The intended curriculum (the KAG programme) is taken as the focal point for research (Kiely and Rea-Dickins 2005), and its effectiveness is demonstrated through student performance rather than the process itself (Nunan 1989) as the findings reflect the impact of the applied research.

The evaluative work corresponds in many ways with action research and reflective practice (Kiely and Rea-Dickins 2005), which are both well-known research methods in TESOL (Best and Kahn 2016, Farrell 2016, McNiff 2016, Burns and McPherson 2017, Creswell and Poth 2017). The research methods are similar because action research, reflective practice and teacher-led programmes, 'build on notions of professional practice as enquiry, professional development through enquiry and the centrality of contextual understanding in solving curricular problems and enhancing opportunities for learning.' (Kiely and Rea-Dickins 2005 p.246). However, programme evaluation is considered the most appropriate method to use because the KAG programme described here initiated from circumstance. Data collected through programme evaluation assists in a decision to see if a course (P-S TESOL education) can be altered or modified so that objectives (NS gaining KAG) can be achieved more effectively.

3.2: Contribution to knowledge

The research aims to contribute to knowledge in a number of ways. While problems associated with NS' KAG levels have been researched, no research can be found which successfully addresses a proposed solution. The research investigates, examines and explores the longitudinal impact of a 48 contact-hour KAG programme undertaken prior to P-S TESOL education. The significance of the research can be identified through its aims, which are:

Overall aim: To show the quantitative and qualitative development of P-S NESTs' KAG.

Aim of case study 1: To investigate P-S NESTs' KAG prior to P-S TESOL education.

Case study 1 aims to act as a baseline. It investigates P-S NESTs' KAG levels and perceptions that are brought to TESOL education and contextualises findings with reference to those from P-S NNS. It questions whether KAG levels are suitable for TESOL. In addition, it investigates whether the reintroduction of grammar teaching in UK secondary schools (DfEE 2000) is of any benefit for TESOL.

Aim of case study 2: To examine the extent the KAG programme influences P-S NESTs' KAG.

Case study 2 aims to examine how a pre-TESOL KAG programme influences levels and awareness of KAG. Any educational input of a subject area increases knowledge, but is the content of the KAG staged at an appropriate level? Do all year groups from 2013-2014, 2014-2015, 2015-2016 and 2016-2017 progress in the same way or are there anomalies between the years?

Aim of case study 3: To explore the impact the KAG programme has on P-S NESTs' development of awareness for grammar teaching during the TESOL practicum.

Case study 3 examines activities taking place in the third year of the TESOL minor degree and during the practicum. Therefore, the declarative and procedural aspects of TESOL have been studied. It explores if the KAG programme has been beneficial. What impact does it have on grammar teaching?

The KAG programme itself contributes to knowledge because it has been developed to meet NS apparent needs and has a number of unique features. It does not assume any prior KAG and it ensures that the KAG studied is applied to a TESOL situation, where the P-S NESTs use authentic L2 learners' writing to explain errors with grammatical metalanguage. Studying to learn, gain a mark and forget is avoided. It aims to ensure that P-S NESTs have a conscious, explicit KAG prior to P-S TESOL education. However, the TESOL minor does not encourage the use of a prescriptive grammar teaching methodology, neither during P-S TESOL education nor in the practicum. Methodologies are taught to ensure the KAG studied is used appropriately in accordance with weak and strong communicative language teaching methodologies. Importantly, the KAG programme does not replace or change any aspect of P-S TESOL education's well-established procedural content because it is an additional course taken before it.

The depth and longitudinal focus of the research adds to the contribution. Case study 1 P-S NESTs' findings are contextualised with P-S NNS to highlight potential differences between them. Case study 1 and case study 2 findings are drawn from four different cohorts of P-S NESTs, who studied the KAG programme in 2013-2014, 2014-2015, 2015-2016 and 2016-2017. The repetitive nature of the data collection ensures that a general view of P-S NESTs' KAG is investigated and examined, where anomalies between the year groups are checked. Case study 3 explores the impact the KAG has on the development of awareness for grammar teaching during the P-S TESOL practicum. Findings may bring insights about how the P-S NESTs benefit from a conscious KAG understanding. The findings may demonstrate that pre-KAG education needs to be replicated by other UK TESOL course providers.

3.3: The ontological and epistemological position and methodological considerations

The importance of explicitly stating the ontological and the epistemological positions taken is well documented in works associated with research traditions (Nunan 1992, Creswell 2009, Newby 2010, Cohen, Manion et al. 2011, Bryman 2012). Ontological assumptions give rise to epistemological approaches, which in turn, give rise to methodological considerations (Cohen, Manion, & Morrison, 2011). The following section defines and clarifies each of these in accordance to the research.

3.3.1: Ontology

Ontology is defined as 'the study of being' (Crotty 1998 p.10). It finds the truth about something and questions, 'what is there that can be known?' (Guba and Lincoln 1989 p.83). Ontology invites us to

consider two streams of thought, through two apparently contradictory paradigms, which are realism and nominalism. Realists believe that social reality is independent and therefore not dependent on the individual for its existence. Alternatively, nominalists believe the social world helps individuals to structure reality, where concepts are an individual creation from which social reality is relative. (Cohen, Manion et al. 2011).

The research asks: What impact does an enhanced KAG focus have on P-S NESTs taking TESOL education? The word impact sets up a situation which may seem to depend on a realistic ontology because it aims to measure to student achievement. The realistic ontology would see the reality as the enhanced KAG focus, from which a change in KAG level is measureable and where predictive outcomes could be made, should the intervention be used in similar circumstances in the future. However, measuring also considers the social world of meaning through a nominative ontology, which would consider the participants' feelings. How the enhanced KAG focus impacts on the P-S NESTs depends very much on them in terms of their individual thoughts, meanings and interpretations.

From the description, the research could take a realist ontological position because an objective truth (KAG) exists. However, a nominative ontological position is adopted because it allows the research to incorporate more fully the perceived results of the KAG programme upon the participants.

3.3.2: Epistemology

The different ontological assumptions give rise to different epistemologies. Epistemology questions what knowledge is and how it can be acquired, where a positivist or interpretivist position can be taken. Realists believe that reality exists independently of observers and view knowledge as objective. When enquiring about knowledge, realists tend to adopt a positivist approach. Positivists seek to explain what has happened and also predict what will happen in the social world by searching for patterns and relationships (Ma 2015). A positivist epistemological position seeks to describe and gather knowledge of facts that provide the basis for laws; it uses a deductive approach for this and tests theories, which are carried out in a way that is value free or objective (Bryman 2012). By contrast, nominalists see knowledge as subjective and consider multiple personal and unique interpretations. Therefore, an intrepretivist approach challenges positivists' view of social reality as being objective, independent, ordered and impersonal and believes that social phenomena has multiple interpretations (Ma 2015). An interpretivist epistemological position seeks to gain an understanding of the social world and requires a different logic of research procedure to reflect, 'the distinctiveness of humans' (Bryman 2012 p.28).

The epistemological position of positivist is relevant to some aspects of the research because it finds out the truth and defines circumstances, which applies to the analysis of P-S NESTs' assessment results. However, the interpretivist position, which attempts to discover perceived or possible meanings, needs to be applied to the results drawn from a positivist position because interpretations about how KAG impacts on P-S NESTs are made. Therefore, the ultimate analysis of this area comes from an interpretivist epistemological position.

Positivism and interpretivism are two useful paradigms about the nature and sources of knowledge. It is possible for research to fall broadly within one of the two paradigms, which is the case for the different aspects of this research described above. A pragmatic research philosophy is deemed appropriate for the thesis as a whole because it, 'recognises that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there may be multiple realities' (Saunders, Lewis et al. 2007). Pragmatism accepts concepts as relevant, only if they support action. Creswell (2009) explains how pragmatism arises from actions, situations and consequences rather than from antecendent conditions, as in interpretivism. It looks at the 'what and how to research' (Creswell 2009 p.11), by any means. It gives researchers the ability to choose methods, techniques and procedures which best meet the needs of the research. These are the thoughts that guide the methodological considerations, which follow.

3.3.3: Methodological considerations

Pragmatism uses a mixed method data design format, which brings together quantitative and qualitative data by using a rationale to mix the data. An outline of the data types follow and specific data types and mixing techniques applicable to the research are presented later in the chapter.

Quantitative approaches typically use a positivist philosophical assumption. Data findings are viewed as generalizable, objective and measureable. Strategies used to inquire include, for example: surveys and experiments, where collections use closed-ended questions or alternative pre-determined approaches. Data are used to verify explanations or relate to hypotheses. In many cases, statistical procedures are used to generate findings. Deductive forms of analysis are undertaken, which aim to produce answers by thinking carefully about known facts while adhering to validity and reliability standards.

Qualitative approaches typically use a interpretivist philosophical assumption. Collected data are viewed as social. Inquiry strategies include case studies, narratives and ethnographic studies , which use open-ended questions (both written and oral), interviews and image data. When data are collected, it is common for pre-concieved concepts to be focused on during analysis, from which

inductive findings generate theories about how, 'individuals interpret their social world' (Bryman 2012 p.36). A coding procedure is often used to theme participants' responses as undertaken in qualitative thematic analysis (Braun and Clarke 2006). Importantly, trustworthiness standards need to be adhered to.

Mixed method approaches use a pragmatic knowledge claim. Mixing both qualitative and quantitative data gained popularity in the 1990s from reasearchers' recognition that bias, which is inherent in a single method, could be neutralised or even cancelled from having a deeper undestanding of the point of inquiry (Tashakkori and Teddlie 2007,cited in: Creswell 2007). More recently, mixing methods has been advocated and acknowledged in applied linguistics (Dornyei 2007, Greene 2008, Hashemi 2012). The process involves collecting diverse forms of data in stages. For example, quantitative data can be collected from a large number of participants, through a closed-question questionnaire, to gain a broad understanding of the point of inquiry. A qualitative data collection could follow using a smaller participant sample, to gain a more detailed understanding of the point of enquiry, from for example, an interview. The quantitative and qualitative data sets are then mixed and principles, which are outlined next, need to be followed.

There are broad number of ways for mixing to occur, which encompass the diverse needs in social science; an overview of them can be found in, 'Handbook of Mixed Methods in Social and Behavior Research' (Tashakkori and Teddlie 2010). Mixing strategies relevant to the research presented here fall into two categories: concurrent or sequential. Concurrent mixed methods collects quantiative and qualitative data at the same time and then compares the data bases for convergence or difference. Sequential mixed methods collects data at diferent times, where an additional data base adds depth to initial findings. To avoid repetition, specific mixing strategies related to case studies 1, 2 and 3 are indicated later in the chapter in section 3.15.

Summary

The research takes a nominative ontological position, where concepts are an individual creation and social reality is relative. The position therefore incorporates more fully the perceived results of the KAG programme on the participants. Epistemologically, the intrepretivist position, which attempts to discover perceived or possible meanings, needs to be applied to the results drawn from a positivist position. However, the research is following a pragmatic philosophical assumption, where methods that best meet the needs of the research are taken. Therefore, both quantiative and qualitative data are collected and analysed, and the findings are mixed.

3.4: The pilot study

Pilot studies fulfil a range of functions where opportunities to try out intended procedures can be trialled prior to their actual use in research. The feasibility of original intentions are analysed for strengths and weaknesses, which can allow for changes to be made (Lancaster 2015). The pilot study took place over two years, in 2011-2012 and 2012-2013, which contributed to the structure of the final research design. The following table gives an outline of the stages involved in the pilot study, which includes information about the time, participants and the type of data collected.

PILOT STUDIES	Time	Participants	Data collected or analysed for PILOT
Pilot for case study 1: Version 1	September : lesson 1 in academic year 2011-2012	Year 1 20 P-S NESTs and 5 P-SNNS	Qualitative: open question Quantitative and Qualitative: closed and open question
Pilot for case study 1 : Version 2	September : lesson 1 in academic year 2012-2013	Year 1 25 P-S NESTs and 7 P-S NNS	Qualitative: open questions Quantitative and Qualitative: closed and open question Quantitative: initial KAG test Quantitative and Qualitative: closed and open question
Pilot for case study 2	September-April in 2012-2013	Year 1 25 P-S NESTs	Quantitative: KAG tests 1,2,3+4 Quantitative and Qualitative: closed and open question
Pilot for case study 3	September - April in 2012-2013	Year 3 5 P-S NESTs	Qualitative: Lesson plans Qualitative: reflective summaries Qualitative: Semi-structured interview

Table 3.1: Pilot study timetable

The table indicates that case study 1 took two years of piloting. During the first KAG lesson in 2011-2012, I asked the class participants (P-S NESTs and P-S NNS) to give a written response to the following questions.

Q1: What is grammar?

Q2: How is your grammar knowledge? Is it good / OK /or poor? Justify your response with a maximum of 3 sentences.

Q1 proved to be suitable and non-problematic. However, the responses made me see a difference between the P-S NESTs' and P-S NNS' descriptions, which was something I had not previously considered. Q2, whilst suitable to gain an insight into participants' KAG perspectives made me realise that there was a gap in my data collection. All the participants answered by justifying their good or OK responses. The responses made me realise that I had not learned anything about the participants' actual KAG level, which left me with an incomplete understanding of the situation. Therefore, during 2012-2013, I made a change. I asked the participants Q1 and Q2 again and then I asked them to undertake a 20 minute initial KAG test. The pilot study made me realise that the initial KAG test was essential for my research for two reasons. Firstly, the P-S NESTs could not do it and it provided a comparison between perceived and actual KAG levels. Secondly, I noticed a difference in initial KAG level between P-S NESTs and P-S NNS, where P-S NNS performed better. From piloting case study 1, two previously unconsidered points emerged. The first was the importance of the initial KAG test to find out if KAG perception matched level. The second was the inclusion of P-S NNS data to contextualise findings on P-S NESTs.

Case study 1's data were created specifically for the research. Case studies 2 and 3 ensured that programme evaluation was undertaken, as data were collected from a real environment. Quantitative data in case study 2 used the P-S NESTs' assessment results from the KAG programme and additional research specific qualitative data were collected on completion of the programme, which re-asked Q2. In case study 3, qualitative data were collected from the P-S NESTs' lesson plans and reflective summaries produced for the TESOL practicum, enhanced with a research specific semi-structured interview at the end of their undergraduate studies. During the pilot interviews, I practised techniques to ensure the P-S NESTs elaborated on their responses.

Overall, the pilot study allowed me to understand with more clarity, the impact the KAG programme had on the P-S NESTs. It provided justification that the research was realistic, workable and importantly that it would produce new insights about P-S NESTs' KAG both before and after the KAG programme. The pilot helped me to produce the final research timetable and design, which are presented next.

3.5: Research timetable

The research took place over four years. All data were collected within the University's academic year, between September and April, in the years 2013-2014, 2014-2015, 2015-2016 and 2016-2017. The following table outlines when types of data were collected and from whom.

Study	Year of data collection	Participants	Data collected or analysed
Case study 1	Year 1: Lesson 1	31 P-S NESTs and 4 P-S NNS in 2013-2014 24 P-S NESTs and 36 P-S NNS in 2014-2015 12 P-S NESTs and 0 P-S NNS in 2015-2016 and 24 P-S NESTs and 6 P-S NNS in 2016-2017 A total of 91 P-S NESTs and 46 P-S NNS from four cohort years contributed data for case study1	Qualitative: open question Quantitative and qualitative: closed and open question Quantitative: initial KAG test Quantitative and qualitative: closed and open question
Case study 2	Year 1:Lesson 6	29 P-S NESTs in 2013-2014 20 P-S NESTs in 2014-2015 10 P-S NESTs in 2015-2016 and 14 P-S NESTs in 2016-2017 A total of 73 P-S NESTs from four cohort years between 2013 and 2016 contributed data for case study2	Quantitative: KAG Test 1
			Quantitative: KAG Test 2
	Year 1: Lesson 14		Quantitative: KAG Test 3
	Year 1: Lesson 21		Quantitative: KAG project
	Year 1: Lesson 22		Quantitative: KAG Test 4
	Year 1: Lesson 23		Qualitative: open questions Quantitative: closed questions
Case study 3	Year 3 throughout whole academic year September -April	5 P-S NESTs in 2015-2016 and 5 P-S NESTs in 2016-2017 A total of 10 P-S NESTs from two cohort years between 2015 and 2016 contributed to data for case study3.	Qualitative: Lesson plans Qualitative: reflective summaries Qualitative: Semi-structured interview

Table 3.2: Overview of the research timetable including participants and data collection types

3.6: The research design

An overview of the research design, which developed from the pilot study, is presented in the following table. It presents the substantive research question and overall aim. Then, the research questions (RQ) and additional subsidiary questions (subqs) and hypotheses used in each case study are given together with the form of data collection type, method of data analysis and the method mixing techniques.

Substantive research question: What impact does an enhanced KAG focus have on UK P-S NESTs' TESOL education?

Overall aim: To show the quantitative and qualitative development of P-S NESTs' KAG.

The substantive research question and overall aim are addressed through the following three studies**.**

CASE STUDY 1 **Time**: all data were collected from P-S NESTs and P-S NNS on the first day of their P-S TESOL education at a UK or a Turkish university. **Aim:** to investigate P-S NESTs and P-S NNS' (participants') KAG prior to P-S TESOL education				
Research questions	**Data used**	**Subsidiary Qs and hypotheses**	**Method of data analysis**	**Mixed method mixing**
RQ1: How do participants self-report their KAG awareness?	Open question	SubQ1: What is grammar?	Qualitative Thematic analysis	Study 1 analysis findings are shaped by connected mixed method mixing and uses the concurrent approach to triangulate.
	Closed and open question	SubQ2: How is your grammar knowledge? Is it good / OK /or poor? Justify your response with a maximum of 3 sentences.	Qualitative thematic analysis Quantitative manual count	
RQ2: What level of KAG do participants have?	Initial KAG test	Initial KAG test results used for H1, H2,and H3	Quantitative (using SPSSv22) H1: One-way ANOVA (+ Bonferroni post hoc) H2: Independent T-test H3: Independent T-test	
	Closed and open question	SubQ3: How is your grammar knowledge? Is it good / OK /or poor? Justify your response with a maximum of 3 sentences.	Qualitative thematic analysis Quantitative manual count	

CASE STUDY 2: **Time:** non-research specific quantitative data were collected from year 1 P-S NESTs' KAG programme tests and assessment for undergraduate study. Specific qualitative data were collected on the last day of the KAG programme. **Aim:** to examine the extent the KAG programme influences P-S NESTs' KAG.				
Research questions	**Data used**	**Subsidiary Qs and hypotheses**	**Method of data analysis**	**Mixed method mixing**
RQ3: How do P-S NESTs' KAG levels change?	KAG programme results from tests 1, 2, 3, 4 and project	Results from KAG tests 1, 2, 3 and 4 are used for H4, H5, H6 and H7.	Quantitative (using SPSSv24) H4: One-way ANOVA (+Bonferroni post hoc) H5: Paired T-test H6: Paired T-test H7: One-way ANOVA	Study 2 analysis findings are shaped by embedded mixed method mixing and uses the sequential transformative strategy to triangulate.
RQ4: How do P-S NESTs' self-reported KAG awareness change?	Closed and open question	SubQ4: How is your grammar knowledge? Is it good / OK /or poor? Justify your response with a maximum of 3 sentences.	Qualitative thematic analysis Quantitative manual count	
CASE STUDY 3: **Time:** non-research specific qualitative data were collected from year 3 P-S NESTs', during the practicum and for undergraduate study. Specific qualitative data (semi-structured interviews) were collected at the end of P-S TESOL education. **Aim:** to explore the impact the KAG programme has on P-S NESTs' development of awareness for grammar teaching during the TESOL practicum.				
Research questions	**Data used**	**Subsidiary Qs and hypotheses**	**Method of data analysis**	**Mixed method mixing**
RQ5: How do P-S NESTs demonstrate KAG during the P-S TESOL practicum?	Reflective summaries and semi-structured interviews	No additional SubQs or Hs	Content analysis Quantitative(using SPSSv24) Wilcoxon test Qualitative (using NVivo)	Study 3 analysis findings are shaped by integrating qualitative and quantitative data and uses the sequential exploratory strategy to triangulate.

Table 3.3: Overview of research design

3.7: The participants

3.7.1: An overview of the participants

The participant overview provides an opportunity to explain a number of general facts about them before specific details are given. It explains how the contested term NS is interpreted within the research and reasons why the numbers of participants (P-S NESTs and P-S NNS) change throughout data collections. The specific facts cover details about the number of participants used in each question and hypothesis, their mean age, gender and location of secondary school education, whether Wales, England or a non-native English speaking (NNS) country.

A 1990s definition of a native speaker is 'a person who has spoken a certain language since childhood' (McArthur 1992 p.216). Attributes are demonstrated through an ability to produce fluent discourse, to intuitively grasp meaning, to identify with a language community and to be creative with language (Cook 1999). However, reasons to contest the term NS have been noted since the 1990s due to the variations in NS' use of grammar, pronunciation and social dialect (Holliday, Kullman et al. 2016). The complexities associated with the term NS are not discussed in the context of this research, which means a 1990s standpoint of the term is taken.

At the university, P-S TESOL education is taken as a non-compulsory minor degree, which is situated in the BA English and BA Creative Writing degrees. NS demonstrate an interest in P-S TESOL by taking a non-compulsory module first year module called 'Language Awareness Grammar', where the KAG programme is delivered and the NS are called P-S NESTs. The P-S NESTs' academic ability is pre-determined by the university's degree entry criteria. However, their levels of aptitude to gain new knowledge from learning, and levels of motivation to succeed are individual characteristics, which are not analysed. The P-S NESTs do not start year one studies with a strong desire to study TESOL because it is embedded in their main degrees and therefore not the main focus of study. In addition, all first year undergraduates can change their module choices within the first six weeks of the academic year, some leave university and some do not successfully complete first year studies and are withdrawn due to unsatisfactory progress. These factors contribute to the reasons why the number of P-S NESTs change in different studies.

International students are provided with study opportunities and within the research, they were all NNS. Data were collected from NNS (referred to as P-S NNS) who chose the 'Language Awareness Grammar' module to provide the same classroom experience. Whilst the research is examining P-S NESTs, the data collected from P-S NNS during the pilot study proved to be enlightening because of the differences identified between the groups. It was decided their input would be useful to contextualise results. However, the numbers of P-S NNS were low for quantitative analysis. To

increase the numbers, data were collected from P-S NNS, who were studying TESOL at a University in Turkey. The criteria for acceptance onto the Turkish degree were the successful completion of a National Entry Test, which examines proficiency in the four skills (reading, writing, listening and speaking), explicit grammar and lexis.

3.7.2: Specific Information about participants

The following section presents tables with details about the participants, who contributed to questions and /or hypotheses in Study 1, 2 and 3. The groups are presented in accordance with each study and give details about: the cohort year, the overall number of participants, the number of males and females, the mean age (M) and standard deviation (SD) and the percentage (%) from Wales and England or in the case of P-S NNS, the percentage from NNS countries.

Case study 1: Group 1

Group 1 consists of NS who demonstrated an initial interest in becoming a TESOL teacher, from the years 2013-2014, 2014–2015, 2015-2016 and 2016-2017. They are referred to as P-S NESTs. Specific details associated with them are as follows.

Year	Total P-S NESTs	male	female	Mean age	SD	% Wales	% England
2013 - 2014	31	5	26	19.38	2.92	51.6	48.38
2014 - 2015	24	6	18	24.20	12.42	41.66	58.33
2015 - 2016	12	2	10	21.50	5.40	75.00	25.00
2016 - 2017	24	8	16	21.79	5.20	65.20	34.78
Group 1 combined total							
2013 - 2017	91	21	69	21.57	7.46	54.44	48.88

Table 3.4: Case study 1, group 1 P-S NESTs

There was a higher number of females than males in each year group. The situation is in keeping with UK trends where a gender gap and increase in female students entering higher education was identified between 2012 and 2016 (Dunford and Kirk 2016). Also, gender differences can be identified through 'A' level subject choices, where, 'Girls' most popular subject is English, while boys' is Maths' (Education 2008 p.7). In addition, there was a fair balance of Welsh and English students, which places the research in a wider UK context than just Wales.

Case study 1: Group 1FL

Group 1FL is a sub- group of group 1. Group 1FL consisted of P-S NESTs, who had studied an 'A' level in French, Spanish or Welsh. To form a contrast, group 1NFL consisted of P-S NESTs who had not studied a language at 'A' level. In each cohort year, the total number in group 1FL was low so the years have been collated. Specific details about the sub- groups are as follows.

Year	Total P-S NESTs	male	female	Mean age	SD	% Wales	% England
Group 1 FL							
2013 - 2017	16	3	13	21.25	4.50	53.85	46.15
Group 1 NFL							
2013 - 2017	75	18	56	22.12	8.74	50.00	50.00

Table 3.5: Case study 1, Group 1FL ('A' level foreign language) Group 1NFL (no 'A' level)

Case study 1: Group 2

Group 2 consists of NNS demonstrated an initial interest in becoming a TESOL teacher, in the years 2013-2014, 2014–2015, 2015-2016 and 2016-2017. However, as numbers were low compared to the P-S NESTs for quantitative analysis, additional NNS from a *University in Turkey participated. They are referred to as P-S NNS. Specific details associated with them are as follows.

Year	Total P-S NNS	male	female	Mean age	SD	% from countries
2013-2014	4	1	3	19.99	.82	50% Greece 25% Romania 25% Russia
2014 -2015	5	0	5	22.60	7.02	40% France 20% India 20% Poland 20% Turkey
***2014 -2015**	31	4	27	18.54	.89	100% Turkey
2015-2016	0	x	x	x	x	x
2016-2017	6	1	5	22.33	3.18	33% Slovakia 17% Germany 50% Spain
Group 2 combined total						
2013-2017	46	6	40	19.52	3.06	100% overseas countries outside UK

Table 3.6: Case study 1, Group 2: P-S NNS

Key*: * P-S NNS from a University in Turkey*

Case study 2 used one group of participants, which was labelled as group 1 in case study 2 (group 1s2). It consisted of P-S NESTs who had completed the KAG programme and had undertaken all the assessments. A sub-group from group 1s2 was also formed (group 1P), which divided group 1s2 into P-S NESTs, who decided to proceed onto P-S TESOL education during their second year and P-S NESTs who did not. The details of each group are as follows.

Case study 2: Group 1s2

Group 1s2 consisted of the original P-S NESTs in group 1, who had completed the KAG programme. The numbers are reduced from its original size due to factors associated with first year undergraduate study (as explained in section 3.7.1).

Year	Total P-S NESTs	Male	Female	Mean age	SD	% Wales	% England
2013-2014	29	5	24	20.62	6.74	49.00	51.00
2014-2015	20	5	15	23.05	12.02	45.00	55.00
2015-2016	10	2	8	21.20	5.05	80.00	20.00
2016-2017	14	4	10	20.36	3.75	57.00	43.00
Group 1s2 combined total							
2013-2017	73	16	57	21.32	7.92	57.75	42.25

Table 3.7: Case study 2, Group 1s2: P-S NESTs who had completed the KAG programme

Case study 2: Group 1P

Group 1P divided group 1s2 into P-S NESTs, who decided to proceed onto P-S TESOL and those who do not. Those who do not are referred to as NS.

Year		Total	male	female	Mean age	SD	% Wales	% England
2013-2014	P-S NESTs	17	2	15	22.11	8.57	41.00	59.00
	NS	12	3	9	18.46	.66	66.00	44.00
2014- 2015	P-S NESTs	10	2	8	22.11	6.17	50.00	50.00
	NS	10	3	7	23.40	16.38	50.00	50.00
2015-2016	P-S NESTs	8	2	6	21.60	5.05	83.00	17.00
	NS	2	0	2	24.50	7.78	50.00	50.00
2016-2017	P-S NESTs	7	2	5	21.50	4.69	57.00	43.00
	NS	7	2	5	18.71	.95	57.00	43.00
Group 1P combined totals								
2013-2017	P-S NESTs	42	6	34	21.82	6.12	58.00	42.00
	NS	31	8	23	20.44	9.29	55.00	45.00

Table 3.8: Case study 2, Group 1P: P-S NESTs who proceed and NS who do not

Case study 3 used data from ten P-S NESTs, who volunteered to participate during their third year whilst undertaking the TESOL practicum. Five P-S NESTS are from 2015-2016 and five from 2016 -2017. The combination of these are presented in the following table.

Third year	Total P-S NESTs	Male	Female	Mean age	SD	%Wales	%England
Combined total							
5 in 2015-2016 **5 in 2016-2017**	10	0	10	20.42	1.74	50.00	50.00

Table 3.9: Case study 3 P-S NESTs

Case study 3 P-S NESTs are third year TESOL students, who were undertaking the TESOL practicum. They volunteered their involvement, when I asked during their other third year module. Five P-S NESTs in 2015- 2016, who had participated in the data collection for study 1 in 2013-2014 and five P-S NESTs in 2016-2017, who had participated in study 1 data collection in 2014-2015 volunteered. The teaching practice component was organised in the same way for both cohorts. Both years had one main lecturer (L1 or L2) overseeing and observing their live teaching practice. However, all P-S NESTs were co-observed by both L1 and L2 on at least one occasion to ensure inter-observer reliability.

The following table provides a summary of the case study 3's P-S NESTs' details, which includes: a P-S NEST identity code, main lecturer, place of secondary education being England or Wales, individual KAG programme results for the initial test, test 1, test 2, test 3, test 4, the project work and the re-run of the initial test. Additional information about each P-S NEST can be found in appendix 3.

P-S NEST	L	W/E	IT%	T-1%	T-2%	T-3%	T-4%	Av -T	P%	R-IT%
P1 / 15	1	E	0	85	53	60	62	65	62	94
P2 / 15	2	E	0	94	94	89	100	94	81	100
P3 / 15	2	W	18	60	82	63	58	66	64	90
P4 / 15	1	W	6	41	43	54	60	50	44	90
P5 / 15	1	W	0	80	59	76	64	70	60	98
P6 / 16	1	E	0	93	93	87	86	90	75	100
P7 / 16	2	E	0	48	60	53	28	48	58	88
P8 / 16	2	E	4	94	75	64	84	79	62	92
P9 / 16	1	W	8	93	91	81	84	87	65	92
P10 / 16	1	W	0	82	71	70	70	73	62	86

Table 3.10: summary of results study 3 P-S NESTs gained during the KAG programme

Key:

- ***P-S NEST:*** *P 1/15=Third year P-S NEST number 1 doing teaching practice in 2015-2016*
- ***L:*** *Lecturer (1 or 2)*
- ***W/E:*** *from Wales (W) or England (E)*
- ***IT %:*** *percentage gained in initial test*
- ***T-1 %, T-2%, T-3% and T-4%:*** *percentage gained in tests-1, 2, 3 and 4*
- ***P %:*** *percentage gained in project*
- ***R-IT %:*** *percentage gained in re-run of initial test*

3.8: Assessments and Testing

A variety of assessments are used for quantitative data, which are: the initial KAG test, tests 1, 2, 3 and 4 and project work. Green (2014) provides a general description about assessments and tells us that, 'language assessment involves obtaining evidence to inform inferences about a person's language-related knowledge, skills or abilities.' (Green 2014 p.5). Harmer (2007) presents an overview of tests frequently used in SLTE, which include: placement tests that ensure L2 leaners are placed in the correct class level on arrival to a language school, progress tests that assess how work studied has been assimilated and achievement tests that determine the level achieved from work studied.

The majority of assessments undertaken follow a traditional testing format. Therefore, the marking is objective, which leads to a reduction in statistical unreliability so that generalisations about the

findings can be made. Case studies 1 and 2 use data from two test types. Case study 1 uses the initial KAG test, which is a proficiency test because it leads to an understanding about the participants' current functionality in KAG. Case study 2 uses four tests that assess educational performance from learning, which are achievement tests.

Crucial components of all test types is their validity and reliability. Conversations associated with the concept of validity have been around for a long time. Kelly (1927) stated, 'The problem of validity is that of whether a test really measures what it purports to measure' (Kelly 1927 p.14, cited in: Weir 2005). Kelly's (1927) quote has remained and currently acts as a general understanding of validity. Weir (2005) talks of validity's multifaceted nature and considers additional factors, which are construct, context (or content), criterion and face validity. Construct validity is required when writing a test, where a description of the idea being measured needs to be clarified. Context validity is concerned with the linguistic demands of the test, where the choice of questions represents the larger content of study. Criterion validity is concerned with test results correlating with performance. Finally, face validity demands that a test looks like a test.

Reliability is the other crucial component of testing and denotes dependability, in that a test can produce similar results in repeated uses (Jones 2001). Weir (2005) suggests the term reliability could be called scoring validity as it represents exam marking being free from errors of measurement and suitable to represent candidates' abilities. Marker reliability is relatively straightforward with objectively marked tests because answers are either correct or incorrect. However, Nitko (1996) talks of the caution required with subjective marking, which is challenging because of bias. To reduce bias, marking criteria are helpful, which outline a strength of mark to give to represent the quality of different areas and bias is reduced through double marking. Double marking requires two or more markers to agree on a final mark, which ensures inter-rater (or observer) reliability.

Validity and reliability was ensured in the research. The initial test was based on a section of Bloor's (1986) questionnaire, which aimed to reveal university linguistic undergraduates' potential knowledge of grammatical metalanguage and grammatical rules, and ability in correcting and explaining grammatical errors. The section used focused on understanding the participants' potential knowledge of grammatical metalanguage, which is demonstrated by labelling, identifying, defining and giving examples of grammatical metalanguage. Construct validity was ensured as adaptations of Bloor's questionnaire had been trialled by Alderson et al (1997) and Andrews (1999). From previous trials, certainty that the test measured KAG and a factor of language ability that was independent from

communicative competence was assured. For assessments in the KAG programme, which were test 1, 2, 3 and 4 and the project, construct validity was ensured as all assessments measured participants' ability to demonstrate KAG from learning. Whilst nothing had been taught prior to the initial KAG test, context validity was ensured as it aimed to find out participants' current KAG level on arrival to P-S TESOL and prior to the KAG programme.

Criterion validity was ensured as the marking schemes in all the assessments were visible. In the initial test, to avoid giving clues about the depth of answers, participants were told that in general, there was 1 mark per correct answer and total marks per section were given. However, section one had an element of flexible marking, where a maximum of 2 marks was achievable for labelling an underlined word in a sentence with a specific metalanguage or 1 mark for an alternative correct answer. The flexibility ensured credit was given for a correct answer and that the marking scheme was not too restrictive, as severity of specific marking leads to the requirement of further analysis (Wray 1993). For example, in the following sentence, the bold word could be labelled as a common noun or the subject and both would be correct: The **boy** likes running.

For tests within the KAG programme, the same marking scheme was used for them all; marks awarded per section were visible and participants knew that there was on average 1 mark per correct answer or point made (depending on the question). The project work provided criteria to accommodate its subjectivity (as outlined in section 2.6.2). Throughout, face validity was considered as all tests looked like tests and were administered appropriately. Reliability was present as all pieces of assessments were used in a pilot study and also with four different cohort years throughout the research. Assessments in the KAG programme, which are test 1, 2, 3, and 4, and the project work were presented in chapter 2. The content of the initial KAG and its marking scheme follows.

3.8.1: The initial KAG test

The initial KAG test consisted of five sections with 25 questions worth 50 marks. The types of questions contained within each section and marks awarded for answers is presented. A full version of the initial KAG test with answers can be found in appendix 1.

<u>Section 1</u>: 25 marks were awarded for labelling underlined words in 13 sentences with metalanguage ('with a grammar term' was written on the instructions not to present the participants with specific linguistic terminology that may be unknown).

The questions asked for 5 types of nouns, 4 types of pronouns, 1 type of adjective and 3 types of articles to be labelled with metalanguage. Examples of question types follow.

- The little boy likes ice-cream - **compound (1 mark), noun (1 mark), the answer ' object' achieves 1 mark with a maximum of 2 marks per question**
- It's mine!- **Possessive (1 mark) pronoun (1 mark) the inclusion of 1st person singular achieves 1 mark with a maximum of 2 marks per question**
- Their phones have been stolen! - **possessive (1 mark) pronoun (1 mark)**
- She'd like a new handbag for her birthday – **indefinite (1 mark) article (1 mark).**

Section 2: consisted of 4 questions where 6 marks were achievable for identifying and defining the subject and object of a sentence for example:

- The man wearing the blue cardigan is tall (subject identified, 1 mark).

Section 3: consisted of 2 questions where 13 marks were achievable for stating the number and names of the verb tense forms.

Section 4: consisted of 2 questions where 2 marks were achievable for defining the active and the passive voice.

Section 5: consisted of 4 questions where 4 marks were achievable for giving an example of a conjunction, preposition, adjective and adverb, for example:

- adverb – quickly (1 mark)

Shohamy (2014) provides a critical perspective about the power of tests and provides insights about the language tester and test takers. 'Test takers are threatened by tests as they view them as powerful, authoritative and leading to detrimental consequences' (Shohamy 2014 p.13). She tells us that nobody likes tests and their impact on takers' self-esteem and confidence need to be taken seriously. Throughout the research, I was the language tester as I wrote and administered all the tests and, apart from the initial test, I created the input for them from the KAG programme. Therefore, I had responsibilities: ethically, I needed to consider the test takers. The ethical considerations are discussed in the next section (section 3.9).

3.9: Ethics

Educational researchers need to be conscious of ethical codes because unlike other professions, for example medicine, a universal ethical committee is not in place to review research proposals' acceptability (Pring 2001). The British Educational Research Association (B.E.R.A) (B.E.R.A 2011), provides a useful framework of reference for direction on ethical codes and principles. In SLTE literature, four broad areas from B.E.R.A commonly appear in ethical frameworks (Nunan 1992, Holliday 2002, Richards 2003, Dornyei 2007, Bryman 2012). These highlight the importance of: avoiding harm to the participants, ensuring informed consent, avoiding invasion of privacy and ensuring no deception is involved. However, additional points for consideration have been made. Pring (2001) questions if B.E.R.A.'s codes and principles are enough and asks for the virtues of the researcher to be represented, bringing into question the researcher's moral judgement. Tickle (2001) highlights the tensions between the 'need to know' and the 'need to protect' to act professionally, when deception is required. Homan (2001) talks about the role of gatekeepers, where permission to research is given by a superior source, for example, from a headmaster for school children's interviews. In addition, Mercer (2007) highlights how teacher research needs to consider the ethical dilemmas of being an insider, which Huberman (1996) expresses concern about in terms of as bias. In terms of the research, I am an insider and need to ensure that biases do not endanger its quality. Considering these points, the ethical challenges associated with the research are presented.

From the outset, the University's Faculty Research Programme Committee acted as my gatekeeper as ethical permission to undertake the research was sought and gained from them. When planning and conducting the research, I acknowledged my own bias and subjectivity, which was created from a number of sources: personal experiences from undertaking P-S TESOL education and as a novice teacher, literature associated with P-S NESTs KAG and the pilot study. From the areas, my bias considered P-S NESTs to have low KAG levels and that KAG education would be beneficial. However,* three case studies are undertaken, not only to find out if my thoughts are correct but also to examine and explore the level of impact a pre-KAG programme achieves. Stenhouse (1986, cited in:Hammersley 1993) argues that biases and subjectivity are evident in all teacher research because of individual's unique way of understanding things. He says a self-critical and subjective perspective needs to be adopted. Throughout all studies, I tried to avoid the influence of my thoughts and reminded myself about the need to remain neutral.

Case study 1's data collection was ethically challenging and Tickle's (2001) insights were useful in terms of, needing to know and needing to protect, in order to act professionally. Case study 1 investigates participants' KAG prior to P-S TESOL education. I needed to collect information before

any KAG input was given because if the reasons for asking the questions had been disclosed before the data collection, the research would have failed (Richards 2003).

Case study 1's data were collected during the first hour, on the first day of P-S TESOL education. It was the first time that I had met the participants and they me, in a teaching capacity, so no relationship had been established between us. Whilst I could not inform the participants of my reasons for starting their P-S TESOL education with research, I needed to ensure they were protected. Heigham and Croker (2009) talk about avoiding harm to participants through open communication. I informed the participants that research was taking place and the data being collected, within the first hour, was for it and that a full de-brief about its purpose would be given immediately after its completion. Informed consent was ensured by asking participants to sign an ethics study form prior to the collections (as presented in appendix 2) with the understanding that they could ask me not to use their data and that it would be withdrawn.

Every year, the data collection began by asking participants to choose an envelope randomly from a pile to house their written responses. All envelopes had a number on the front, which the participants were told to write down and keep somewhere as it would be needed for additional research, should they wish to participate or to ask for their responses to be withdrawn at any time. The participants were told not to write their name on any papers and to put all their responses into the envelope. The process ensured that the participants understood their privacy and anonymity was protected.

For questions associated with RQ1, which asks how participants self-report their KAG awareness, deception was avoided through open communication. I told participants that subq1 and subq2 had no correct answer and that they could write whatever they wanted. Then, I asked the participants to complete the initial KAG test for RQ2, which investigated participants' KAG levels on arrival to P-S TESOL education. On completion of the test, I read out the answers and the participants marked their own work. Suggestions for alternative answers were listened to before stating whether the answer was mark worthy or not. Following the interaction, all participants had their initial KAG test result so were aware of their personal KAG level. They placed their test in the envelope and then completed the final task by answering subq3, which asked once again whether their KAG was good, OK or poor and to state reasons why.

From the pilot study, I had an idea about the test outcomes and how the participants felt. So the de-brief talk was essential. During the talk, I was able to explain why the research was being undertaken. I spoke about my lack of KAG upon entering P-S TESOL education, how I failed the grammar section of my entry test and was told to buy a grammar book to revise. I explained how my lack of grammar caused me problems as a novice teacher as I often felt uncomfortable when teaching because I did

not know grammatical metalanguage or have the ability to explain why certain areas of language were incorrect. I spoke about the grammar that they had studied in school, I pointed out the difference between KOG and KAG. Overall, I made it clear that for TESOL, KAG was required and if their opinions of their KAG had changed before and after the KAG test, it was absolutely nothing to worry about. I gave each participant a KAG book (as mentioned in chapter 2) that would be studied and made its content clear. In the Turkish University, I asked my colleague to tell the P-S NNS that the data was being collected to make comparisons between P-S NNS and UK P-S NESTs' KAG and that the focus of the investigation was about P-S NESTs.

The process could be described as deceitful. However, as Pring (2001) points out, deception for public good is needed on occasions and building trust after such events is useful. Importantly, trust could be built through the de-brief talk. From it, the participants could understand the purpose of the research through open dialogue. In fact, every year, the participants were happy to join a dialogue and say their initial test result openly in class; the process provided reassurance that everybody was in the same position and led to great deal of laughter. In addition, the participants had the opportunity to ask for their data to be withdrawn, which happened to me on one occasion in six years. Interestingly, others did not follow, which provided reassurance that the research did not create emotional damage.

Ethical considerations for case study 2 required the use of the P-S NESTs' tests and project work results and the use of the L2 learners' written scripts for the project work. The P-S NESTs were asked if their results could be used and gave voluntary consent by signing an additional ethics form (as presented in appendix 3). The university's International English (IE) Department ensured all L2 learners gave permission for their scripts to be used for research and passed them to me.

Ethical considerations in case study 3 were associated with accessing P-S NESTs' to ask permission to use their materials produced for the TESOL practicum and for the semi-structured interview. Accessing the participants was non-problematic because I was in my third year of teaching them and trust had been established. From the cohort years 2015-2016 and 2016-2017, I needed five per year. I asked all the third year undergraduates and worked with those who were available at a certain time for an interview, no selection was involved. The power divide of interviews was reduced because from the beginning of P-S TESOL education, I was honest and open about my lack of KAG and my difficulty in attaining it. My honestly led to the P-S NESTs being happy to talk about their feelings.

3.10: Context of each case study

Case studies are often used in PhD research because they give insights into mechanisms, motives of participants and constraints at particular moments (Hancké 2009). They are powerful ways to build arguments. Three case studies contribute to the research and the context of each follows.

3.10.1: Context of case study 1

Case study 1 aimed to investigate P-S NESTs' KAG prior to P-S TESOL education. The study builds on previous research, which investigated NS' KAG levels and found them to be weak (Alderson and Horak 2011; Andrews 1995; Andrews 1999; Bloor 1986; Borg 2003; Chandler, Robinson et al. 1988; Myhill, Jones et al. 2013; Sangster, Anderson et al. 2013; Williamson and Hardman 1995; Wray 1993). It investigates a contemporary perspective, which accounts for secondary school grammar teaching changes that have evolved since 2000 (DfEE 2000). It asked two RQs and collected both qualitative and quantitative data for subsidiary questions associated with them, which were:

RQ1: How do participants self-report their KAG awareness?

SubQ1: What is grammar?

SubQ2 and SubQ3: How is your grammar knowledge? Is it good / OK or poor? Justify your response with a maximum of three sentences.

RQ2: What level of KAG do participants have?

Data from the initial KAG test (as explained in section 3.8.1) were used to address H1, H2 and H3, which follow. Each hypothesis refers to the demonstration of ability to:

a. Label nouns, pronouns, articles in sentences using specific meta-language
b. Label nouns, pronouns, articles in sentences using general correct but not specific terms
c. Define the subject and object of a sentence and the active and passive voice
d. Identify the subject and object of a sentence
e. Number of verb tense forms
f. Name the verb tense forms
g. Give an example of a conjunction, preposition, adjective and adverb
h. Achieve a significantly higher overall grade in the KAG test

To avoid repetition, each hypothesis will be presented with: a, b, c, d, e, f, g and h, which refers to the list that has just been presented.

Hypothesis 1

H1 investigates P-S NESTs' KAG levels upon commencing P-S TESOL education. It investigates, if there is a significant difference in ability between the year group cohorts. The hypothesis formed to address this is as follows.

H1: If there is an anomaly between the groups, there will be a significant difference in initial KAG between the P-S NESTs in 2013-2014, 2014-2015, 2015-2016 and 2016-2017 in terms of demonstrating ability to a, b, c, d, e, f, g and h.

Hypothesis 2

H2 investigates if there is evidence of a difference in KAG brought to TESOL education by P-S NESTs who have and P-S NESTs who have not studied a language 'A' level. The hypothesis formed to address this is as follows.

H2: P-S NESTs who studied a language 'A' level (in French, Spanish or Welsh) will achieve higher marks than those who did not in terms of demonstrating ability to a ,b, c, d, e, f, g and h.

Hypothesis 3

H3 investigates if there is evidence of a difference in KAG brought to TESOL education by P-S and P-S NNS. The hypothesis formed to address this is as follows.

H3: NNS bring more KAG to TESOL education than UK NS. This is evidenced through comparative abilities in being able to a, b, c, d, e, f, g and h.

3.10.2: Context of Case study 2

Case study 2 aimed to examine the extent to which the KAG programme influences P-S NESTs' KAG. P-S NESTs' results from four tests and the project work were examined quantitatively through hypotheses and changes in self-reported KAG awareness were examined qualitatively. The process established an understanding about the necessity of teaching NS' KAG prior to P-S TESOL education. Two research questions were asked, which were:

RQ3: How do P-S NESTs' KAG levels change?

RQ4: How do P-S NESTs' self-reported awareness change?

To address RQ3, four hypotheses were created, which were H4, H5, H6 and H7. RQ4 was addressed with subQ4. The following section presents the hypotheses, forms of analysis and subQ4.

Hypothesis 4

H4 examines P-S NESTs' KAG levels from test 1, test 2, test 3, test 4 and the project. It explores if there is a significant difference in ability between the year group cohorts. A hypothesis was formed to address this.

H4: If there is an anomaly between the groups, there will be a significant difference in the test and project results between the cohorts 2013-2014, 2014-2015, 2015-2016 and 2016-2017 in terms of demonstrating ability to achieve marks on:

4a: Test 1

4b: Test 2

4c: Test 3

4d: Test 4

4e: An average of the four test marks

4f: A re -run of the initial test

4g: The project

Hypothesis 5

H5 examines the P-S NESTs' initial KAG test results; pre and post the KAG programme. The test is given to the P-S NESTs on the first day of their P-S TESOL education and the same test was included as part of their final test 4. The hypothesis formed to address this is as follows.

H5: P-S NESTs will score significantly higher on the initial test following the KAG programme in terms of demonstrating ability to a, b, c, d, e, f, g and h.

Hypothesis 6

H6 examines whether P-S NESTS needed more practice in using their KAG to explain L2 learners' errors at IELTs level 5.0. The hypothesis formed to address this is as follows.

H6: At the end of the KAG programme, P-S NESTs require more practice in using metalanguage to write and explain L2 learners' errors at an IELTS level 5.0

Hypothesis 7

H7 examines whether P-S NESTs who proceed onto to P-S TESOL education will perform better in tests and projects than those who decide not to proceed. The hypothesis formed to address this was as follows.

H7: P-S NESTs who decided to proceed onto to TESOL education will perform better in the tests and the project than NS, who decided not to proceed.

Study 2 collected qualitative data at the end of the KAG programme to examine how P-S NESTs self-reported their KAG awareness. The same question used in study 1 was asked, which was:

Q4: How is your knowledge about grammar; is it good / OK /or poor? Justify your answer with a maximum of 3 sentences.

3.10.3: Context of case study 3

Case study 3 aimed to explore the impact the KAG programme has on P-S NESTs' development of KAG awareness for grammar teaching during the TESOL practicum. It asked one RQ which was:

RQ5: How do P-S NESTs demonstrate KAG during the P-S TESOL practicum?

Case study 3 did not have any additional subsidiary questions. It collected two types of data, which were non-specific and specific for the research. The non-specific data were the P-S NESTs' lesson plans and reflective summaries written for and about each one-hour teaching session and therefore a part of P-S TESOL education. The specific data were the semi-structured interviews

3.11: Qualitative data: materials, collection and analysis

Qualitative data, 'emphasises engaging in collaborative meaning making which is rooted in the context of the real world' (Hanks 2017 p.38). A range of data collection techniques can be undertaken to find out personal perspectives, which in the research were: open questions, lesson plans, reflective summaries for teaching practice and transcribed interviews. The materials are described alongside a description of their collection. Qualitative data seeks '… to say something sensible about a complex, relatively poorly controlled and generally "messy" situation' (Robson 2002 p.4: cited in Hanks 2017 p.38). To overcome the situation, the methods used to analyse the data are also presented.

3.11.1: Open question

Subq1 required a written response to the open-ended question: What is grammar? The open question required an inductive analysis approach. It enabled participants to respond how they wished to the question and it was undertaken for a number of reasons as outlined by Bryman (2012): Firstly, to enable unexpected answers to emerge, which created the potential to add depth to the findings.

Secondly, to determine levels of understanding about grammar through detail or lack of details contained in responses. Finally, to ensure suggested answers were not given.

Open question collection

Subq1 was the first question asked in lesson 1, which delivers the KAG programme. All participants were given paper, and asked to write a written response and then place it in their number coded envelope.

Open question analysis

Open-ended questions were analysed using qualitative thematic analysis. The process reduces the volume of words to make analysis manageable. Strauss and Corbin's (1990) open-coding procedures were undertaken, where data is broken down so that it can be examined, compared, conceptualized and placed into categories. The process enabled pertinent and recurring themes to be identified (Braun and Clarke 2006), which is in keeping with the aims of thematic analysis (Bryman 2012).

The coding was undertaken manually. Whilst the task was long and laborious, I decided to follow my original decision to ensure the same form of analysis was undertaken with each year of participant data. I manually typed participants' responses into a word document according to their number identity. Then, I underlined frequently occurring words, from which themes of common occurrence were identified. I enhanced my technique by introducing colour schemes for themes and sub-themes. The method suited me as it enabled me to remain attached to the responses (Bryman 2012), rather than working within the confines of a computer package, where pre-determined procedures of data entry and coding need to be adhered to.

3.11.2: Closed and open questions

Subq2, subq3 and subq4 required a written response to the closed and open-ended question: How is your grammar knowledge? Is it good / OK /or poor? Justify your response with a maximum of 3 sentences.

The questions combined a deductive approach, which asked a closed question, and an inductive approach through the follow up open-ended question. Closed questions were used to direct the participants to the set of answers, which were good / OK / or poor, offered (Johnson and Turner 2003). They have a quantitative nature as responses can be grouped and counted. The open follow-up

question allowed the responses to be triangulated with a reason to provide depth and richness to the data (Bryman 2012).

Closed and open question collection

Subq2 was asked directly after Subq1 in the first lesson, Subq3 was asked during lesson 1 but after the initial KAG test and subq4, was asked at the end of the KAG programme. In case study 1, the participants gave their written response and placed it in their number coded envelope. In case study 2, the P-S NESTs used the number to code their responses and individual papers were collected by one member of the class and handed to me.

Closed and open question analysis:

Findings from the closed and open questions were triangulated. The data were collected concurrently and themes from the open questions were counted in relation to the closed question. The approach enabled a quantitative percentage of response types (good / OK /poor) to be linked to the qualitative themes.

3.11.3: Lesson Plans

To fulfil global standards recognised in the field of P-S TESOL education, six one-hour lesson plans were produced by each P-S NEST (Cambridge English 2014). The classroom-orientated data was developed for the purpose of language teaching (Nunan 1991). The P-S NESTs' lesson plans contained high levels of detail associated about the lesson aims and the processes required to achieve them. The process was encouraged to develop the use of the declarative and procedural knowledge studied. The process of lesson planning involves visualising lessons before they take place. Scrivener (2005) points out that visualising involves the prediction, anticipation, sequencing, organising and simplifying of language, tasks, materials, challenges and aims which underpin lessons. The process is undertaken with the understanding that when in the classroom, it is the L2 learners that require teaching and not the plan. To support the planning process, the P-S NESTs discussed developing plans with L1 or L2 before completing the writing of it. In terms of constructivist teacher education, a social approach was undertaken to scaffold the P-S NESTs' thinking.

3.11.4: Reflective summaries

Reflective summaries were produced after each one-hour teaching session. In terms of constructivist teacher education, Schön (1987) reports the importance of learning from experience through reflecting upon it. Burton and Barlett (2009) tell us how writing is recognised as an effective process of reflection both in and on action. The P-S NESTs undertook reflection-on-action as they commented on their teaching experience after it had taken place. Reflection-on-action differs from reflection-in-

action, which takes place during teaching, and reflection-for-action, which takes place during the planning stage (Farrell 2016). The reflections provided the P-S NESTs with the opportunity to comment on all aspects of the teaching, both procedural and declarative. The P-S NESTs were provided with guidelines to scaffold the writing process. The guidelines provided a series of questions to guide reflective thinking. Some questions were associated with language input, for example: Was your lesson at an appropriate level to stretch and challenge the learners? What meaningful language did it provide? Were there opportunities for learners to provide their own input/ideas into the lesson? Were there moments when you reacted to spontaneous language needs? Other non-language related guided questions included: Which of your lesson aims were achieved? How do you know? Why did you decide on the materials used and what influenced your choice? What evidence did you see/hear that indicated the learners were interested and stimulated? (Further information about the questions created to enable thinking about lesson reflection are in appendix 4).

Lesson plan and reflective summary collection

The lesson plans were collected after each one-hour teaching session. The reflective summaries were submitted before the P-S NESTs undertook their next scheduled teaching. All P-S NESTs had an individual file, stored in my office, within which plans, materials and reflections were filed appropriately.

Lesson plan and reflective summary analyses

To prevent repetition, the analysis of the lesson plans and reflective summaries are described in conjunction with the semi-structured interviews, which is at the end of the next section (3.11.5).

3.11.5: Semi-structured interview

Interviews are documented as being an important source of qualitative data collection. Interviews can be either structured, where a researcher has very specified criteria to follow, or semi structured, where the purpose is to gain a deeper understanding of participants' perspective (Bryman 2012). How participants felt was incredibly important and therefore semi-structured interviews were undertaken. Much literature has been devoted to best practice for their design, implementation, examination and interpretation (Nunan 1992, Richards 2003, Newby 2010, Bryman 2012). They are frequently undertaken for research associated with TESOL education (for example: Borj 1999, Tsui 2003, Andrews 2012).

The semi-structured interview explored an understanding about how the P-S NESTs felt about their KAG study, KAG levels and self-reported awareness at the end of P-S TESOL. A number of questions were prepared to ensure the interview had structure, for example: How do you feel about studying

KAG before P-S TESOL education? How do you feel about your KAG at the end of P-S TESOL education? How does it compare to the first day of undergraduate studies? How often did you need KAG in your lessons? How did you use grammar within different methodologies? How did you prepare for language in your lesson? How did you feel when asked a spontaneous language question? (A full list of questions that guided the semi-structured interview are in appendix 5). In Kvale's (1996: cited in Bryman 2012) criteria for being a successful interviewer, he states listening as a key skill, which was undertaken. Allowing the interviewees to speak freely from an introductory question is necessary to ask follow up questions, to probe and interject. The process was undertaken in the interviews by ensuring the P-S NESTs felt comfortable to speak freely, which is evidenced from the length of the responses. Leading questions were avoided to prevent pre-empting an answer; instead, I used specific sentence starters for questions, for example: How do you feel about…? What do you think about…? How did you …? I interjected with the word, 'why' on occasions to encourage elaborations on points.

Semi-structured interview data collection

All interviews took place in my office. The environment was quiet, familiar and non-threatening. The interviews were recorded, using a recording device. As commented by qualitative researchers (Patton 2005, Bryman 2012, Creswell and Poth 2017), recording conversations ensured focus; I concentrated on what was being said, rather than writing notes about it. From the recordings, I was able to transcribe accurate records of the conversations. All the data were transcribed using one of two methods. The first method was by re-listening and typing the words manually into a computer word document. The second method used was, 'Dragon Dictate' i-pad technology, where spoken words appear in a written form. On completion, all data were checked and amended to ensure accuracy. I interchanged the transcription techniques because the task was long. The completed transcriptions were emailed to each P-S NEST for confirmation of their accuracy, then printed for analysis to begin.

Lesson plan, reflective summary and semi-structured interview analysis

The lesson plan, reflective summaries and semi structured interviews used for case study 3 were all analysed using content analysis. Bryman (2012) talks of the advantages and disadvantages of using content analysis. The advantages include its level of transparency, unobtrusiveness, flexibility and its ease of use for longitudinal analysis. The disadvantages are the quality of the data, which emerges from the conversations.

Transparency is where coding from documents can be replicated in other research studies (Bryman 2012). To facilitate replication, deductive and inductive coding were undertaken simultaneously. The

deductive coding used themes from Andrews' (1994) criteria, which outlines NS' views about the grammatical knowledge required to demonstrate awareness for grammar teaching, which are:

- 'Knowledge of grammatical terminology
- Understanding of the concepts associated with the themes
- Awareness of meaning/language in communication
- Ability to reflect on language and analyse language forms
- Ability to select grade language and break down grammar points for teaching purposes
- Ability to analyse grammar from learners' perspective
- Ability to anticipate learners' grammatical difficulties
- Ability to deal confidently with spontaneous grammar questions
- Ability to explain grammar to students without complex meta language
- Awareness of 'correctness' and ability to justify an opinion about what is acceptable usage and what is not
- Sensitivity to language/awareness of how language works' (Andrews 1994 p.75,cited in: Andrews 2007 p.35)

Using pre-themes was important because it ensured the research built on previous work. However, the inductive coding ensured that the research demonstrated additional findings.

Unobtrusiveness was ensured as the ethical considerations for the production and use of materials and data were dealt with in the module design and in conjunction with the University's academic quality procedures (QAA 2006). Therefore, the data collected were not clouded by constraints. Flexibility is a key feature in analysing the content of documents as the process can be applied to a variety of sources. The research used three sources, which were the P-S NESTs' reflective summaries, semi-structured interviews and lesson plans. Finally, longitudinal analysis tracks development and change, which is the main aim of case study 3. The disadvantages of content analysis are associated with the data quality but as the data were viewed as a true reflection of the P-S NESTs' development, the quality of it was non-problematic. An additional disadvantage of content analysis is with answering 'why' questions (Bryman 2012), which was overcome during the interviews as 'why' questions were only asked to encourage additional information.

The semi-structured interviews and reflective summaries were coded using NVivo. The software package is renowned for its usefulness to reduce large volumes of data (Gibbs 2002, Wiltshier 2011, Bryman 2012). The data were inputted and nodes labelled with Andrews' (1994) criteria were created. Throughout the coding process, additional nodes were created when new themes emerged.

The lesson plans were not analysed using NVivo because the P-S NESTs submitted hard paper copies of them rather than computer copies. The method ensured that the research did not distort the P-S NESTs' studies as paper copies were needed for teaching. Therefore, the lesson plans were used to support findings from the NVivo analysis to provide additional examples and depth.

3.12: Trustworthiness of the qualitative data

The criteria used to ensure the trustworthiness of the qualitative research was based on the works of commentators in the field (Guba and Lincoln 1989, Holliday 2002, Patton 2005, Denzin and Lincoln 2008). Four criteria from their suggestions related to the research, which were credibility, transferability, dependability and conformability. The following section describes how each relate to the data collections.

Credibility is concerned with research being carried out along sound and defensible methodological principles. The techniques used were triangulation (Patton 2005), peer debriefing (Guba and Lincoln 1989), prolonged engagement, participant verification (Holliday 2002) and the researcher's background (Patton 2005). Triangulation is a technique used to collate and gather data from different sources. Triangulation can include different participants, which in case study 1 were P-S NESTs and P-S NNS from four different cohort years. In addition, it can include different data types, which were open and closed questions in case study 1 and case study 2. Triangulation in case study 3 was undertaken as it used P-S NESTs from two different cohort years, with different main lecturers, and interviews, reflective summaries and lesson plans for materials.

Peer debriefing refers to the views of colleagues, who are not actively involved in the study and can include other experts in the field. My TESOL colleague confirmed my data themes in case studies 1 and 2, which ensured objectivity. In case study 3, my Turkish TESOL colleague worked with me to undertake simultaneous NVivo analysis. Throughout the process, which took 16 hours, data to support the pre-themes and new themes were discussed. Overall, there was 95% agreement. The slight differences in the selections were negotiated and agreed. In addition, peer debriefing was enhanced as I presented various stages of my research at conferences throughout my research journey (as listed in appendix 6). Comments and suggestions obtained from experts in the field and other PhD students provided insights, which add to the credibility of the research. For example, during an IATEFL conference and a research conference held at the university, I was asked if my results for levels of initial KAG differed between P-S NESTs, who had and who had not studied an 'A' level language. It is due to the questions that I created a hypothesis associated with it in case study 1. The peer debriefing therefore provided me with additional insights, which strengthened my research.

Prolonged engagement was evidenced in case study 3 as the data collection was collected over one academic year. Data were collected at different times throughout the P-S NESTs' six hours of teaching. In case study 3, after interviews were transcribed, the P-S NESTs were given both a recording and a transcribed version of the conversation. They were asked to confirm that the data were accurate and ensured participant verification assessed the accuracy of my work. Patton (2005) suggests that the researcher's background, qualifications and research experience play a role in credibility. My academic skill was integrated into the qualitative thematic analysis in case study 1 and case study 2 and the content analysis in case study 3, which enabled the data to be interpreted from professional experience.

Transferability is concerned with the depth and detail of research, where enough detail about the research setting and participants needs to be documented to enable study replication (Guba and Lincoln 1989, Holliday 2002). To ensure transferability, detailed information about the participants' individual and academic data were collected, collated and presented. Dependability is concerned with data collection procedures. It requires comprehensive information about the data and its collection and analysis. Details associated with each of these areas have been presented in the previous sections (3.11.1, 3.11.2, 3.11.3 and 3.11.4). Finally, conformability is where data findings need to be relevant, objective and free from the researchers' subjective evaluations (Guba and Lincoln 1989). Conformability was ensured by giving a detailed description of the methods of data analysis from which objective evaluations about the responses were made.

3.13: Quantitative data: materials, collection, data entry and analysis

'Quantitative methods involve the process of collecting, analysing, interpreting and writing the results of a study' (Creswell, Plano Clark et al. 2003 p.xxiv). Different quantitative materials were collected in case studies 1, 2 and 3. The following sections give a description of materials, their collections, the methods and processes used for data entry and analysis procedures.

3.13.1: Case study 1

Case study 1: Materials

Quantitative data for case study 1 were built from marks achieved by P-S NESTs and P-S NNS on the initial KAG test. The initial test and its marking criteria have been mentioned in section 3.8.1.

Case study 1: Collection

The initial test was undertaken during the first lesson of undergraduate TESOL education. It was given to the participants after they had answered the qualitative questions, subq1 and subq2. The ethics associated with the test have been already been mentioned in section 3.9. The test was administered under test conditions and took participants around 20 minutes to complete. After the test, I called out the answers and listened to answer suggestions before announcing the mark. The participants marked their own work and placed their paper into their number coded envelope.

Case study 1: Data entry

Before statistical analysis began, marks associated with the participants' initial KAG test were coded and entered onto an Excel worksheet. The participants' data were entered according to their individual number and a simple coding system of mainly 0 or 1 was used for the individual details and test results. The individual details were gender: 0 male / 1 female, place of secondary education: 0 Wales/1 England or in the case of NNS, a number was given for each county, for example: 3-Poland, 4-Turkey and so on. For each participant, the age was entered manually. The test results were broken down and inputted using 0 for incorrect answers and 1 for correct answers. Each question was broken down to the maximum number of marks achievable (as explained in section 3.8.1). Data were entered each year onto the Excel spreadsheet and because four cohort years contributed, it took four years to build.

Study 1: Analysis

H1, H2 and H3 were created to analyse data from the initial KAG test and reported descriptive and inferential statistics. The descriptive statistics reported mean (M) and standard deviation (SD) findings. The inferential statistical results were reported using appropriate statistical tests in accordance with current standards (Field 2013), which ensured that they were robust, appropriate and valid. Findings were analysed using the Statistical Package of Social Science version 22 (SPSSv22).

H1 analysis: To analyse H1, a one-way analysis of variance (ANOVA) was undertaken using SPSSv22. It was used to determine whether there is a significant difference ($p<.050$) between the means of two or more independent groups.

H2 analysis: To analyse H2, an Independent T-test was conducted using SPSSv22. Independent T- tests are used to determine if there is a significant difference ($p<.050$) between the means of two groups, for example: between P-S NESTs in group-1FL and P-S NESTs in group-1NFL, when examining one variable, for example: the mean initial KAG test result.

H3 analysis: To analyse H3, an Independent T-test was undertaken using SPSSv22 to determine if there is a significant difference (p<.050) between the means of two groups, for example: between P-S NESTs and P-S NNS, when examining one variable.

3.13.2: Case study 2

Case study 2: Materials

Quantitative data for case study 2 consisted of the final mark from test 1, test 2, test 3, test 4 and the project work contained within the KAG programme.

Case study 2: Collection

All the data were taken from year 1, P-S NESTs' assessment results from undergraduate assessments. Data were not collected specifically for research purposes but was used to reflect the reality of P-S TESOL education at the university. All the tests took place under the university's examination conditions, which ensured there was no access to any personal belongings, desks were appropriately distanced and disqualification occurred from talking or cheating. The project work took place over eight weeks, during which time the P-S NESTs worked independently from different L2 learners' scripts.

Study 2: Data entry

Results from the four tests and project work were entered onto the Excel spreadsheet, which was created at the beginning of the research. Test 4 included a re-run of the initial test and was broken down and entered in the same manner as case study 1. The process produced a complete picture of four different years of P-S NESTs' results for analysis. The Excel spreadsheet ensured that the reduction in the number of participants from case study 1 did not distort the analysis, as participant results were easily identifiable from a full set of assessment marks being visible.

Study 2: Analysis

H4, H5, H6 and H7 were created to analyse data from the KAG tests and project work and descriptive and inferential statistics were reported. Findings were analysed using the Statistical Package of Social

Science version 24 (SPSSv24). As can be seen, a different version of SPSS is used in case study 2 because the analysis was done at a later stage and the package updates frequently.

H4 analysis: To analyse H4, a one-way ANOVA was undertaken using SPSSv24. It was used to determine whether there was a significant differences ($p<.050$) between the means of two or more independent groups.

H5 analysis: To analyse H5, a paired t-test was undertaken using SPSSv24 to examine if the mean result of the initial KAG test differed significantly ($p<.050$) from the same test undertaken at the end of KAG programme. A paired t-test compares two mean results associated with one variable.

H6 analysis: To analyse H6, a paired T-test was undertaken using SPSSv24 to examine if there was a significant difference between the project mark and the average result of the four tests ($p<.050$). It questioned if more practice in using metalanguage to explain L2 learners' written errors was needed at the end of the KAG programme.

H7 analysis: To analyse H7, a one-way ANOVA was conducted using SPSSv24. This was used to determine whether there was a significant difference ($p<.050$) between the groups.

3.13.3: Case study 3

Case study 3: Materials

No specific quantitative data were collected for case study 3. The quantitative data were built by counting the number of times each of the ten P-S NESTs made reference to a sub-theme in the qualitative analysis.

Case study 3: Collection

N/A

Case study 3: Data entry

The number of occurrences, associated with sub-themes from each of the ten P-S NESTs' reflective summaries and interviews, entered into NVivo, were counted. The findings were entered onto an Excel spreadsheet with sub-themes on the horizontal axis and the number of associated responses from each P-S NEST on the vertical axis. An understanding of the difference in development rates between each sub theme and each P-S NEST was identifiable from the process. The data were transferred to SPSSv24 for analysis.

Study 3: Analysis

SPSSv24 was used to find the mean, median and standard deviation for each sub theme. The minimum and maximum occurrences, which give more information about the range that creates the standard deviation, were presented to inform the data. Wilcoxon signed rank tests were undertaken to find out if there was a significance difference between the median numbers of sub-theme occurrences, contained within a main theme. The process enabled an order of sub-theme prevalence within each main theme to be identified.

3.14: Reliability and validity of the quantitative data

When undertaking quantitative research, ensuring data are reliable and valid is something well reported by commentators (Brown and Rodgers 2002, Creswell, Plano Clark et al. 2003, Blaxter, Hughes et al. 2010, Bryman 2012, Brown 2014). The follow section starts with explanations of reliability and validity and then explains how they relate to case studies 1, 2 and 3.

Reliability refers to the consistency of a measurement and is ensured when three factors are prominent: stability, internal reliability and inter-observer consistency (Creswell 2009, Bryman 2012). In addition, Creswell (2009) talks of internal and external threats to validity. The internal threats prevent the researcher from drawing correct inferences from the data, and the external threats arise from drawing incorrect data from participants. Firstly, stability refers to a measurement being stable over time. In case studies 1 and 2, the KAG subject area provides the stability. Traditional grammar of standard English has not changed over time, for example, a gerund will always be a gerund so if labelled correctly, it will always be a correct answer. In case study 3, stability was evident because the qualitative data used for the quantitative coding did not change, a set amount of data, in the form of reflections and interviews were used for the whole process. Secondly, internal reliability refers to consistency, which in case studies 1 and 2, is identifiable through the marking of tests. Objective marking was undertaken, each test question gave 1 mark per correct answer or a mark which could not be exceeded. In addition, no participant selection or regression took place, which select participants in accordance to a predicted outcome. All the participants' results were used, which provided protection from an internal validity threat and enhanced reliability. Finally, inter-observer consistency contributes to internal reliability, when different markers achieve the same result from independent marking. Marking schemes for all tests were pre-prepared and externally verified. My TESOL colleague and I arrived at the same result during the double marking of three papers (top, middle and bottom) for each test. In case study 3, I worked simultaneously with my Turkish colleague to analyse the qualitative data from which the quantitative data emerged. During the qualitative

process, each piece of data were only used once to represent a sub-theme, which ensured reliability as different pieces of data could only be counted once.

Validity refers to how appropriate something is to be used as a measurement and face validity, or how something looks, is an essential component. Bryman (2012) tells us that the form of measurement needs to reflect the content of the concept, which is an intuitive process. In case studies 1 and 2, face validity was ensured as all the tests looked like tests. They were presented clearly and had spaces for the participants to write answers. Each test was administered under test conditions, where there was one participant per suitably distanced desk, electronic devices were banned and instructions on what to do were clearly administered. In addition, Creswell (2009) talks of internal and external threats to validity. The internal threats prevent the researcher from drawing correct inferences from the data, whilst the external threats arise from drawing incorrect data from participants. Participant selection causes problems to the internal validity. However, as all participants were used in case studies 1 and 2, no selection took place. In case study 3, the participants volunteered their involvement, so once again there was no selection. In addition, the data were collected over a set timeframe of one academic year, which meant threats associated with participants' maturation did not influence the results and threats from regression, where participants are chosen for being strong in a field did also not happen.

3.15: Mixing Qualitative and Quantitative data

The research took a pragmatic philosophical position and used a mixed method research design. Creswell, Plano Clark, Gutmann and Hanson (2003) talk of key features which need consideration when mixing data, which are: the timing of data collections, the weight of the qualitative /quantitative mix, the mix itself and finally the discussion threat that follows from gaining a new perspective. The features for mixing methods are presented next for each case study, which adhere to explanations from Creswell, Plano Clark et al. (2003)

Case study 1 investigates participants' KAG prior to TESOL through asking RQ1 and RQ2. In terms of time, the qualitative and quantitative data were collected concurrently, which was during the same phase of collection in lesson 1. The weight of the qualitative and quantitative data can be termed as equal. The qualitative and quantitative data were mixed using the concurrent triangulation approach, which combines data to look for similarities, differences or combinations of the two to enable a perspective discussion to emerge. In addition, the P-S NESTs' data were contextualised with the same data from P-S NNS, which enabled an additional perspective discussion.

Case study 2 examines the extent the KAG influences P-S NESTs' KAG. The data were collected sequentially from numerical assessment results throughout the KAG programme and from qualitative data at the end of it. As the weight of the quantitative data were stronger, the qualitative findings were embedded into them. The sequential transformative strategy was used to triangulate and enabled diverse perspectives of the P-S NESTs' voices to be presented.

Case study 3 explores the impact the KAG programme has on P-S NESTs' development of awareness for grammar teaching during the TESOL practicum. The sequential exploratory strategy was used for mixing. Therefore, only qualitative data were collected and quantitative data were built from it. The strategy enabled the qualitative findings to be expanded on with the assistance of quantitative findings.

3.16: Methodological limitations

The research is not without limitations, which are seen as shortcomings that could place restrictions on the methodology and the findings. Contextual limitations are associated with the participants and the learning environment (Conroy 2018). As previously mentioned, the P-S NESTs did not start year one studies with a strong desire to take P-S TESOL, due to its non-compulsory nature in their chosen degree. In terms of the initial test, results were gained from all participants, rather than from just those who wanted to proceed onto year 2 TESOL education. However, the findings are useful as they represent contemporary KAG perceptions and levels of UK school leavers, who may enter TESOL at a later date. Also, between 2013 and 2017, 42 P-S NESTs decided to proceed onto second year P-S TESOL, whilst 31 of them decided not to proceed. The scenario has the potential to distort results, because of the participants' motivation levels. However, the results are useful because findings can be examined in terms of the effort required by UK P-S NESTs to gain KAG. In terms of environment for learning, the KAG programme is delivered to larger groups of participants than the smaller groups typically associated with global TESOL education providers (CELTA 2013), where the maximum cohort number is around 12 people. Therefore, the module containing the KAG programme could have failed to provide additional mentoring and support on an individual basis that may have been required.

Methodological limitations are associated with how the learning is undertaken and how knowledge is formed (Abdullah 2018). In case study 3, the third year P-S NESTs' data are analysed individually, which could be viewed as a limitation because we all construct knowledge differently. However, different opinions, classroom experiences and interpretations produce rich conversations and provide a diverse understanding of the topic in question. Case study 3's data consisted of partial work undertaken by the P-S NESTs for the practicum, which were the lesson plans and reflective summaries.

Whilst additional data could have been used, for example, the planning conversations, recordings of the teaching and the notes made by the lecturer during the live teaching itself, the volume of data for qualitative analysis would have been too large for the scope of the research. However, the reflective summaries are useful as they contain an overview of many of the points mentioned. Additional limitations may occur from the findings and these will be discussed in the final discussion chapter.

3.17: Chapter 3 summary

In summary, teacher-led programme evaluation is being undertaken to assess the impact a KAG programme has on P-S TESOL education. Three case studies are undertaken to investigate its need, examine its influence on P-S NESTs' KAG levels and perceptions and explore how it impacts on P-S NESTs' development of awareness for grammar teaching during the practicum. The reason for undertaking the research comes from multiple sources, which are: 30 years of literature that outlines P-S NESTs' poor levels of grammar in initial teacher education, the lack of KAG education in UK secondary school, a limited amount of time spent teaching it during globally recognised teacher education courses and from personal experience of entering TESOL without any KAG in the 1990s.

A mixed-method, pragmatic approach is taken to analyse both quantitative and qualitative data collections, which emerge from questions and hypothesis contained with the case studies. To clarify, the approach has been drawn from a nominative ontological position because it enables quantitative findings (from assessment results) to incorporate more fully how these are perceived by the P-S NESTs. An interpretivist epistemological position is taken, which means results drawn from a positivist epistemological position can be interpretated, to show how the KAG progromme impacts on the P-S NESTs. Therefore, the positions consider how particpants socially construct knowledge.

The research timetable and its longitudinal design developed from a pilot study, which took place over two years in 2011-2013 and 2012-2013. The pilot provided the opportunity to identify weakness in initial design ideas. From the pilot, the initial KAG test was inputted in case study 1 to ensure an understanding about KAG levels were identifiable. In addition, it was decided to use P-S NNS findings to contextualise those from the P-S NESTs. Case study 1 collected qualitative and quantitative data concurrently to investigate the participants' KAG levels and perceptions upon arrival to P-S TESOL education. Four cohorts of participants contributed during their first year studies in 2013-2014, 2014-2015, 2015-2016 and 2016-2017, which in total consisted of 91 P-S NESTs and 46 P-S NNS. Findings from case study 1 were triangulated using a connected mix method approach. Case study 2 examined how the KAG programme influenced P-S NESTs' KAG levels and perceptions. Quantitative and qualitative data were collected from 76 P-S NESTs, who had completed all the assessments in the KAG programme. Findings from case study 2 were triangulated using a sequential transformative strategy.

Case study 3 aimed to explore the impact the KAG programme had on P-S NESTs' KAG during the TESOL practicum. A total of ten P-S NESTs volunteered to contribute from the year 2015-2016 and 2026-2017, where five had contributed to case study 1 during their first year 2013-2014 and five in 2014-2015. A sequential exploratory strategy was used to integrate quantitative data into the qualitative findings.

The findings from each case study are presented in the three separate chapters (chapters 4, 5 and 6) that follow. The chapters follow the same format. There is a short introduction to recap the case studies contexts, which cover details about their aims, previous associated research, the stage of programme evaluation and the research question/s asked. The findings are presented in conjunction with the subsidiary questions asked and/or hypothesis used, where an overview of the participants is given. Findings from case study 1 follow in chapter four.

Chapter Four: Case Study 1 Findings

Case study 1 findings

4: Context of case study 1

Case study 1 aimed to investigate participants' KAG prior to P-S TESOL education. It was undertaken with the help of two research questions. RQ1 investigated how participants self-reported their KAG awareness and was investigated through three qualitatively analysed subsidiary questions (subq1, subq2 and subq3). RQ2 investigated the participants' KAG level on arrival to P-S TESOL through three quantitatively analysed hypotheses (H1, H2 and H3). In total, data were collected from 91 P-S NESTs and 46 P-S NNS, who were from four different cohorts in their first years of study at the university: in 2013-2014, 2014-2015, 2015-2016 and 2016-2017. All data were collected from the participants on their first day of studying the language awareness grammar module, within which the KAG programme was taught.

Case study 1 builds on the work of commentators (Alderson and Horak 2011; Andrews 1995; Andrews 1999; Bloor 1986; Borg 2003; Chandler, Robinson et al. 1988; Myhill, Jones et al. 2013; Sangster, Anderson et al. 2013; Williamson and Hardman 1995; Wray 1993), where research that investigated NS' KAG levels found them to be weak. For teacher-led programme evaluation, case study 1 gathered evidence to understand if a KAG programme before P-S TESOL would be beneficial.

4.1: Presentation of research findings

The findings are presented in the order that data were collected. In each case, the subsidiary question or hypothesis is written in full together with an overview of the participants (a full break down for each can be found in section 3.7.2). For the hypotheses, SpSSv22 was used for analysis. The descriptive statistics present the mean (M) and standard deviation (SD) findings from the P-S NESTs and P-S NNS. A description of the findings is given. The tests for the inferential statistics are all different and a small paragraph gives an overview of the findings before a table is presented. Qualitative data findings are presented through participant responses taken from each cohort year. Each response is coded where, for example: P20/13 means P-S NEST number 20 in 2013 and PNN43/16 means P-S NNS number 43 in 2016. Where appropriate, additional findings are placed in appendices.

4.2: Research question 1 findings

RQ1: How do participants self-report their KAG awareness?

SubQ1: What is grammar?

SubQ2: How is your grammar knowledge? Is it good / OK / poor? Justify your response with a maximum of 3-sentences.

Participants: The same participants contributed to subQ1 and subQ2, these were:

Group 1: 91 P-S NESTS

(21 male, 69 female, M=21.57, SD=7.46, 54.44% from Wales, 48.88% from England)

And group 2: 46 P-S NNS

(6 male, 40 female, M=19.52, SD=3.06, 100% from a variety of countries outside of the UK)

4.2.1: Subsidiary Question 1 findings

SubQ1: What is grammar?

SubQ1 investigated how P-S NESTs and P-S NNS defined grammar. Findings from qualitative thematic analysis demonstrated that the two groups of participants defined grammar differently. From 72% P-S NESTs, one main theme emerged, which referred to the structure of language and from 28% P-S NESTs, one sub-theme emerged, which referred to punctuation. From 67% P-S NNS, one main theme emerged, which referred to the rules of language and from 33% P-S NNS, one sub-theme emerged, which referred to language construction. A list of responses associated with each theme, where an example from each cohort year is given, is presented in appendix 7, and a written account follows.

The main theme structure of language emerged from P-S NESTs defining grammar as, for example: *"… the way in which we speak and write, in the correct format. The structure of a language"* (P3/13), "*A device that helps us to make sense of every form of communication by giving us a structure"* (P37/14) and *"… the framework around which a language is built. It gives structure and helps convey meaning"* (P89/16). The sub-theme punctuation emerged from definitions which included, for example: *"I think punctuation and capital letters are really important when it comes to grammar. I think it is about using punctuation in the appropriate places and the right way"* (P12/13), *"Grammar is the punctuation and the appropriate variations of a word to use in a text e.g. … their, there, they're"* (P60/15) and *"I think it is about using punctuation in the appropriate places and the right way"* (P12/13).

The main theme rules of language emerged from P-S NNS definitions, for example: *"Grammar is the composition of rules relating to a specific tongue"* (PNN2/13), *"Grammar is basically rules of a language. We can't define our clauses without grammar"* (PNN 31/14) and *"Grammar means rules and with these rules we can use in a language"* (PNN 41/16). The sub-theme language construction emerged from definitions which included, for example: *"Grammar is the most important thing in a language. It is like the bricks in a building"* (PNN6/14), *"Grammar is the structural foundation of our ability to express ourselves"* (PNN 43/16) and *"Grammar is the structure or order of a sentence..."* (PNN1/13).

As previously mentioned in the literature review, the official definition of grammar is not straightforward. The definition includes the word 'structure' , which is defined as, 'the arrangement of and relations between the parts of something complex' (Oxford 2009 p.1452) and 'prescriptive', which is defined as, 'the imposition of a rule or method' (Oxford 2009 p.1246).

From the definition, both groups of participants' main theme was appropriate albeit different. The majority of P-S NESTs' definition was associated with structure, which was articulated through the use of word *"structure"*. Whilst the majority of P-S NNS' definition was associated with rules, which was articulated through the word, *"rules*". The responses indicated that P-S NESTs' implicit language acquisition and P-S NNS' explicit language learning influenced how it was defined.

For P-S NESTs, the implicit, descriptive nature of UK education has not left the impression that English grammar has rules for correctness. Native speakers hear forms of non-standard English and focus on being able to understand the message rather than on the correctness of it; there is a focus on fluency through the communication of meaning rather than the practice of grammatical forms (Thornbury 2006). The understanding is enhanced by 28% P-S NESTs, who referred to punctuation to define grammar. Punctuation is defined as, '(the use of) special marks that you add to a text to show the divisions between phrases and sentences, and to make the meaning clearer' (Walter 2008 p.1601). Therefore, the P-S NESTs, who described grammar as punctuation, also focused on the meaning of language. Both forms of answer, which included the words structure and punctuation, referred to KOG.

For P-S NNS, the explicit nature of their English learning left the impression that English grammar has rules for correctness. Rules can be defined as, 'an instruction that states the way things are or should be done' (Walter 2008 p.1239). In addition, 33% P-S NNS' definition included words referring to language construction, for example: *"order"* (PNN1/13), *"bricks in a building"* (PNN6/14), "*structure of the system"* (PNN26/14) and "*structural foundation"* (PNN 43/16). Therefore, the P-S NNS described grammar as having rules of syntax to create or construct a meaning, which encompassed both KOG and KAG.

Summary

To summarise, four years of data collection found different but stable themes emerge from and between P-S NESTs and P-S NNS, when investigating definitions of grammar. P-S NNS gave a more rounded and correct definition of the word, which encompassed both KAG and KOG by mentioning

both rules and meaning. The P-S NESTs' definitions, whilst correct, focused only on meaning or KOG. Therefore, from an initial investigation, the P-S NESTs demonstrated that they did not know about KAG.

4.2.2: Subsidiary Question 2 findings

SubQ2: How is your grammar knowledge? Is it good / OK / poor? Justify your response with a maximum of three sentences.

SubQ2 investigated how P-S NESTs and P-S NNS perceived their KAG. From undertaking qualitative thematic analysis, findings demonstrated that the two groups of participants perceived their KAG differently. 26% P-S NESTs responded 'good' and one main theme emerged, which was, confidence due to a motivational input. 74% P-S NESTs responded 'OK' and two themes emerged, which were, confidence due to motivational input and lack of confidence. Interestingly, P-S NNS response rates were identical but different justifications were given. 26% P-S NNS responded 'good' and one main theme emerged, which was confidence from intrinsic motivation. 74% P-S NNS responded 'OK' and two themes emerged, which were, confidence from intrinsic motivation and low self-efficacy. Results found that neither group perceived their KAG to be poor. A list of responses associated with each theme, where an example from each cohort year is given, is presented in appendix 8, and a written account follows.

P-S NESTs' main theme, confidence due to a motivational input emerged from 'good' responses. Confidence was gained from an external source in the form of advice, *"It was suggested by my lecturers…that I follow this path"* (P20/13), external praise, "*I am often asked to check my friends' grammar"* (P50/14) or from achievement, "*I studied English at A level, I got a B"* (P50/14), "*Used all my life, passed my 'A' level, (sorry, don't want to seem cocky!)"* (P59/15) and *"Whenever I had English papers marked in school, my grammar was rarely an issue"* (P74/16).

'OK' responses, associated with the sub-theme, confidence due to a motivational input emerged from similar external signals. The need to learn from a teacher, *"I've had really strict teachers for grammar"* (P26/13), exam achievement: *"I passed my English Literature 'A' level"* (P52/14), *"I studied the English Language at A level, therefore I was constantly learning about appropriate and correct grammar (achieved a B in my A level"* (P90/16) or self- assured ability, *"I often correct friends … grammatical errors"* (P61/15). However, a sub-theme associated with 'OK' responses also indicated a lack of confidence, by some *"I don't feel confident"* (P27/13), *"I feel I can recognise grammatical errors but not always say why they are wrong" (*P51/14) or from a feeling that they could improve, "*I am not*

perfect" (58/15) and "*my grammar could be improved"* (P84/16). Findings indicated that some P-S NESTs were aware of their limitations in using grammar through their feelings associated with it.

P-S NNS' main theme, confidence from intrinsic motivation, emerged from 'good' responses. The theme was associated with how much work was undertaken to fulfil a need within themselves to learn and achieve high standards of English, for example: *"I have really worked hard"* (PNN3/13), "*I practice"* (PNN22/14), "*I study English every day"* (PNN34/14). In addition, they mentioned the work that is or has been undertaken to justify the feeling, "*I sometimes read books"* (PNN45/16), "*I have made lots of translations. I have read a lot in English"* (PNN3/13) or from the joy of learning, "*I love English"* (PNN42/16).

P-S NNS' 'OK' responses, associated with the sub-theme from confidence from intrinsic motivation, emerged through similar responses, which was the desire to learn, "*I did a course to improve my English"* (PNN25/14), to study, "I *am still learning something"* (PNN25/14) and to improve, *"… by watching English series"* (PNN3/13). However, 'OK' responses, associated with the sub-theme 'low self-efficacy' emerged through P-S NNS' belief that their English grammar was not good enough. Their personal goals had not been met, for example, *"…I don't believe my English is good because I did not go to another country to pass my exam"* (PNN12/14), *"I am not perfect"* (PNN32/14) and *"I'm still learning it"* (PNN46/16).

Summary

To summarise, the P-S NESTs and P-S NNS gave very different justifications about how they perceived their KAG. The majority of P-S NESTs provided justifications from external sources, which relied on what others said or others advised, or on a personal achievement that provided an external approval of ability. In contrast, the P-S NNS justified their responses through intrinsic motivation. Real engagement with learning was something they undertook through reading, studying and continuously engaging with English. The P-S NNS who demonstrated low self-efficacy believed their English was not good enough. They demonstrated a strong desire to be better at English to achieve personal goals.

4.3: Research question 2 findings

RQ2: What level of KAG do participants have?

RQ2 was investigated through three hypotheses (H1, H2 and H3) and one question (Q3).

Hypothesis 1

H1 investigated P-S NESTs' KAG levels upon commencing P-S TESOL education. It investigated, if there was a significant difference in ability between the year group cohorts. The hypothesis formed to address this was as follows.

H1: If there is an anomaly between the groups, there will be a significant difference in initial KAG between the P-S NESTs in 2013-2014, 2014-2015, 2015-2016 and 2016-2017 in terms of demonstrating ability to:

1a. Label nouns, pronouns, articles in sentences using specific meta-language
1b. Label nouns, pronouns, articles in sentences using general correct but not specific terms
1c. Define the subject and object of a sentence and the active and passive voice
1d. Identify the subject and object of a sentence
1e. Number of verb tense forms
1f. Name the verb tense forms
1g. Give an example of a conjunction, preposition, adjective and adverb
1h. Achieve a significantly higher overall grade in the KAG test

<u>H1 participants</u>

Group 1: 91 P-S NESTs

(21 male, 69 female, M=21.57, SD=7.46, 54.44% from Wales, 48.88% from England)

H1 findings: H1 Descriptive Statistics

		2013-2014		2014-2015		2015-2016		2016-2017		combined 2013-2016	
		M	SD	M	SD	M	SD	M	SD	M	SD
1a	Label nouns, pronouns, articles in sentences using specific meta-language	6.69	9.47	6.08	7.51	3.84	8.8	3.52	5.54	5.32	8.00
1b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	11.28	15.18	17.70	17.77	17.36	19.92	14.23	18.46	14.74	17.30
1c	Define the subject and object of a sentence and the active and passive voice	2.68	7.57	6.25	16.89	4.16	14.43	2.77	9.41	3.84	11.93
1d	Identify the subject and object of a sentence	8.06	26.13	4.16	20.41	12.50	31.07	12.50	22.11	8.79	24.25
1e	Number the verb tense forms	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
1f	Name the verb tense forms	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
1g	Give an example of a conjunction, preposition, adjective and adverb	29.83	25.83	31.25	25.80	22.91	34.47	18.75	30.61	26.37	28.22
1h	Achieve a significantly higher overall grade in the KAG test	7.35	6.79	15.50	16.32	14.16	14.63	12.41	12.94	11.73	12.80

Table 4.1: Descriptive statistics for hypothesis 1: 1a, 1b, 1c, 1d, 1e, 1f, 1g and 1h

For 1a and 1b, when labelling the underlined parts of speech, two marks were achievable: one mark for a specific label, for example, 'gerund', and one mark for a non-specific label, for example, 'noun', instead of, 'gerund or proper noun'. P-S NESTs were marginally better in being able to give a general term than giving a specific term but both responses were very low. 'Noun' and 'article' (associated with the definite article) were the most frequently used correctly non-specific terms. For 1c, ability was demonstrated by a small minority of P-S NESTs for giving a basic definition of the subject of a sentence as some achieved 1 out of the 2 marks available. However, no P-S NESTs could define the object, the active or the passive voice. For 1d, no P-S NEST could identify the subject of a sentence. However, a minority were able to identify the object of a sentence. For 1e and 1f, giving the number and names of the verb tense forms, no P-S NEST was able to give a correct answer. The majority stated that there were three verb tense forms by writing, past, present and future, which demonstrated that the tense and aspect of verb tense forms were completely unknown. For 1g, there was a little more success when giving examples. Examples of adjectives proved to be the most successful, unlike examples of adverb, where any word ending in '...ly' was given; 'lovely' was chosen by some, which is an adjective. A minority could give an example of a preposition but no P-S NEST could give an example of a conjunction. Overall, the average test result produced a bleak picture and demonstrated that KAG was very limited. The levels of significance between the abilities of each year group follow.

H1 Inferential statistics

A one-way ANOVA was conducted using SPSSv22. Findings indicated no significant difference between different areas of KAG included in the initial test between each of the cohort years. The non-significant findings ($p>.050$) are presented in the following table. Further confirmation was demonstrated though a Bonferroni post-hoc test, where no-significant difference ($p >.050$) was found between the results of the different cohort years. The Bonferroni post-hoc test result is in appendix 9.

Hypothesis 1		F	p
1a	Label nouns, pronouns, articles in sentences using specific meta-language	F (3, 87) = .92	.440
1b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	F(3, 87) = .62	.610
1c	Define the subject and object of a sentence and the active and passive voice	F(3, 87) = .48	.690
1d	Identify the subject and object of a sentence	F(3, 87) = .57	.640
***1e**	Number the verb tense forms	F(3, 87) = …	…
***1f**	Name the verb tense forms	F(3, 87) = …	…
1g	Give an example of a conjunction, preposition, adjective and adverb	F(3, 87) = 1.04	.380
1h	Achieve a significantly higher overall grade in the KAG test	F(3, 87) = 2.15	.100

Table 4.2: Inferential statistics for hypothesis 1: 1a, 1b, 1c, 1d, 1e, 1f, 1g and 1h

Key: (*) All P-S NESTs scored 0 so no level of significance could be calculated

H1 summary

H1 findings demonstrated no significant difference in P-S NESTs' KAG levels between different areas included in the initial KAG test or between the four different cohort year groups. The non-significant results indicated that all P-S NESTs brought a comparatively weak KAG level to P-S TESOL education. As four years contribute to the findings, they can be generalised and be associated with other UK P-S NESTs embarking on P-S TESOL. Findings indicated that the KAG levels brought to P-S TESOL education by NS was poor.

Hypothesis 2

H2 investigated whether there was any evidence of a difference in KAG brought to TESOL education by P-S NESTs who had and P-S NESTs who had not studied a language 'A' level. The hypothesis formed to address this was as follows.

H2**:** P-S NESTs who studied a language 'A' level (in French, Spanish or Welsh) will achieve higher marks than those who did not in terms of demonstrating ability to:

2a. Label nouns, pronouns, articles in sentences using specific meta-language
2b. Label nouns, pronouns, articles in sentences using general correct but not specific terms
2c. Define the subject and object of a sentence and the active and passive voice
2d. Identify the subject and object of a sentence
2e. Number of verb tense forms
2f. Name the verb tense forms
2g. Give an example of a conjunction, preposition, adjective and adverb
2h. Achieve a significantly higher overall grade in the KAG test

H2 participants

Group 1FL: 16 P-S NESTs

(3 male, 13 female, M= 21.25, SD =4.5, 53.85% from Wales, 46.15% from England, who studied an 'A' level in a foreign language being in French, Spanish or Welsh)

And group 1NFL: 75 P-S NESTs

(18 male, 56 female, M= 22.12, SD=8.74, 50.00% from Wales, 50.00% from England, who did not study an 'A' level in a foreign language.)

H2 Findings: H2 Descriptive Statistics

		Groups			
		Group -1NFL		**Group-1FL**	
		M	SD	M	SD
2a	Label nouns, pronouns, articles in sentences using specific meta-language	5.84	8.46	2.88	4.76
2b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	14.77	17.30	14.58	17.87
2c	Define the subject and object of a sentence and the active and passive voice	3.77	12.12	4.16	11.38
2d	Identify the subject and object of a sentence	8.00	24.71	12.50	22.36
2e	Number the verb tense forms	.00	.00	.00	.00
2f	Name the verb tense forms	.00	.00	.00	.00
2g	Give an example of a conjunction, preposition, adjective and adverb	24.67	27.11	34.37	32.75
2h	Achieve a significantly higher overall grade in the KAG test	11.25	12.51	14.00	14.29

Table 4.3: Descriptive statistics for hypothesis 2: 2a, 2b, 2c, 2d, 2e, 2f, 2g and 2h

For 2a and 2b, a small increase in ability was identified between those who studied a foreign language 'A' level and those who did not in terms of labelling parts of speech with either specific metalanguage or a general term. For 2c, defining the subject and object of a sentence and the active and passive

voice, the mean rates were similar, both being low. However, a little more ability was demonstrated in identifying the subject and object of a sentence by those who had studied a foreign language. For 2e and 2f, no result could be produced for giving the number and name of verb tense form: an indication that these are not explicitly understood from foreign language 'A' level study.' For 2g and 2h, similarities were found with giving examples of parts of speech and marks of the overall initial test between the groups. Overall, the ability demonstrated for all the questions was low for both groups. The levels of significance between the abilities of each group follow.

H2 Inferential statistics

An Independent T-test was conducted using SPSSv22. Findings indicated no significant difference between group 1FL and group 1NFL between different areas of KAG included in the initial test. The non-significant findings (p >.050) are presented in the following table.

Hypothesis 2		t	p
2a	Label nouns, pronouns, articles in sentences using specific meta-language	t (89) = 1.350	.610
2b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	t (89) = .410	.815
2c	Define the subject and object of a sentence and the active and passive voice	t (89) = -.118	.813
2d	Identify the subject and object of a sentence	t (89) = -.672	.394
2e*	Number the verb tense forms	t (89) =…	…
2f*	Name the verb tense forms	t (89) =…	…
2g	Give an example of a conjunction, preposition, adjective and adverb	t (89) = -1.253	.197
2h	Achieve a significantly higher overall grade in the KAG test	t (89) = -.778	.255

Table 4.4: Inferential statistics for hypothesis 2: 2a, 2b, 2c, 2d, 2e, 2f*, 2g and 2h*

*Key: * as all P-S NESTs scored 0, no level of significance could be calculated*

H2 Summary

H2 findings demonstrated no significant difference in KAG levels between P-S NESTs, who had and who had not studied an 'A' level foreign language. The non-significant result indicated that UK secondary school 'A' level foreign language has no impact on KAG required for P-S TESOL education.

Hypothesis 3

H3 investigated if there was evidence of a difference in KAG brought to TESOL education by P-S NESTs and P-S NNS. The hypothesis formed to address this was as follows.

H3: P-S NNS bring more KAG to TESOL education than P-S NESTs. This is evidenced through comparative abilities in being able to:

3a. Label nouns, pronouns, articles in sentences using specific meta-language
3b. Label nouns, pronouns, articles in sentences using general correct but not specific terms
3c. Define the subject and object of a sentence and the active and passive voice
3d. Identify the subject and object of a sentence
3e. Number of verb tense forms
3f. Name the verb tense forms
3g. Give an example of a conjunction, preposition, adjective and adverb
3h. Achieve a significantly higher overall grade in the KAG test

H3 participants

Group 1: 91 P-S NESTs

(21 male, 69 female, M=21.57, SD=7.46, 54.44% from Wales, 48.88% from England)

And group 2: 46 P-S NNS

(6-male, 40-female, M=19.52, SD=3.06, 100% from a variety of countries outside of the UK)

H3 Findings: H3 Descriptive Statistics

		P-S NESTs		P-S NNS	
		M	**SD**	**M**	**SD**
3a	Label nouns, pronouns, articles in sentences using specific meta-language	5.33	8.10	22.24	20.84
3b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	14.74	17.31	62.31	24.51
3c	Define the subject and object of a sentence and the active and passive voice	3.85	11.93	48.51	36.55
3d	Identify the subject and object of a sentence	8.79	24.26	73.91	41.82
3e	Number the verb tense forms	.00	.00	52.17	50.50
3f	Name the verb tense forms	.00	.00	42.01	6.19
3g	Give an example of a conjunction, preposition, adjective and adverb	26.37	28.22	79.34	32.19
3h	Achieve a significantly higher overall grade in the KAG test	11.73	12.80	53.78	21.41

Table 4.5: Descriptive statistics for hypothesis 3: 3a, 3b, 3c, 3d, 3e, 3f, 3g and 3h

P-S NNS demonstrated a higher ability than the P-S NESTs in all the areas investigated. For 3a and 3b, the P-S NNS were able to demonstrate a higher ability in labelling parts of speech with a general rather than specific term. However, in both cases, their ability was stronger than the P-S NESTs'. For 3c, the P-S NNS demonstrated a higher ability than the P-S NESTs in defining the subject and object of a sentence and the active and passive voice. The findings were the same for 3d, when identifying the subject and object. For 3e and 3f, the P-S NNS demonstrated an awareness of verb tense forms, unlike P-S NESTs who did not. For 3g, giving examples seemed non-problematic for P-S NNS unlike for the P-S NESTs. Overall, as 3h demonstrates, the P-S NNS' final KAG test result was stronger than the P-S NESTs'. The levels of significance between the abilities of each group follow.

H3 Inferential statistics

An Independent T-test was conducted using SPSSv22. Findings indicated a significant difference between P-S NESTs and P-S NNS in all areas of KAG, apart from 3g, in the initial test. The significant findings (p <.050) and non-significant finding (p>.050) are presented in the following table.

	Hypothesis 3	t	p
3a	Label nouns, pronouns, articles in sentences using specific meta-language	t (135) = -6.83	<.010
3b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	t (135) = -13.14	<.010
3c	Define the subject and object of a sentence and the active and passive voice	t (134) = -10.74	< .010
3d	Identify the subject and object of a sentence	t (135) = -11.53	< .010
3e	Number the verb tense forms	t (135) = -9.89	< .010
3f	Name the verb tense forms	t(135) = -9.89	< .010
3g	Give an example of a conjunction, preposition, adjective and adverb	t (135) = -0.89	.755
3h	Achieve a significantly higher overall grade in the KAG test	t (135) = -14.36	< .010

Table 4.6: Inferential statistics for hypothesis 3: 3a, 3b, 3c, 3d, 3e, 3f, 3g and 3h

H3 Summary

H3 findings demonstrated that P-S NNS bring a significantly higher KAG level to P-S TESOL education than P-S NESTs. The P-S NNS scored significantly higher in all areas of the initial KAG test apart from 3g: 'giving an example of a conjunction, preposition, adjective and adverb'. This significant result indicated a difference between P-S NESTs and P-S NNS' KAG level on arrival to P-S TESOL education.

4.3.4: Subsidiary Question 3 findings

SubQ3: How is your grammar knowledge? Is it good / OK / poor? Justify your response with a maximum of 3 sentences.

SubQ3 participants

Group 1: 91 P-S NESTs

(21 male, 69 female, M=21.57, SD=7.46, 54.44% from Wales, 48.88% from England)

And group 2: 46 P-S NNS

(6-male, 40-female, M=19.52, SD=3.06, 100% from a variety of countries outside of the UK)

SubQ3 Findings

SubQ3 investigated how P-S NESTs and P-S NNS perceived their KAG after receiving their initial KAG test result. It investigated whether KAG perceptions changed after having to demonstrate and receive a result of ability. From undertaking qualitative thematic analysis, findings demonstrated that the two groups of participants perceived their KAG differently after the test. 100 % P-S NESTs changed their question response to 'poor'. However, 100% of P-S NNS maintained their original response of 'good' or 'OK'. A list of responses is presented in appendix 10 and a written account follows.

From 26% of P-S NESTs, who originally stated 'good', one main theme emerged, which was crisis of confidence. From 74% of P-S NESTs, who originally stated 'OK', one theme main emerged, which was low self-efficacy and one sub-theme of low self-efficacy, which was requests for education. From, 26% of P-S NNS, who originally stated 'good', one main theme emerged, which was high-self efficacy. From 74% of P-S NNS, who originally stated 'OK', two themes emerged, which were 'high self-efficacy and low self-efficacy. A list of examples from each cohort year is presented in appendix 10 and a written account follows.

The main theme, crisis of confidence emerged from 26% of P-S NESTs, who changed their perception rating from 'good' to 'poor' after receiving the test result. The extreme, shock reactions highlighted a change from feeling certain about their ability to feeling completely uncertain after failing to comprehensively complete or pass the initial KAG test, for example: *"Shocked"* (P21/13), "*I didn't know I was illiterate"* (P30/14), *"Oh my flippin God, this the singular and most horrific thing I have ever had to do…"* (P56/15) and *"A harrowing look into the void where my knowledge of grammar should prosper"* (P80/16). The expressive responses may seem alarming but it must be remembered that the P-S NESTs are taking their major degree in a programme including modules in creative writing and expressed their emotions creatively.

The main theme of low self-efficacy emerged from 74% of P-S NESTs, who changed their perception rating from 'OK' to 'poor'. Before the test result, they believed in their KAG ability but after it, they focused more strongly on either what they did not know, for example: *"I don't know the difference between a noun, verb and adjective"* (P13/13) or how the belief in ability had changed, *"I was convinced I knew but I haven't got a clue"* (P36/14) or commented on their KAG school education *"The test was challenging and made me realise just how little I was taught about grammar in primary and secondary school. The grammar I was taught was very basic"* (P83/16). The initial test result changed their KAG perception. Within the low self-efficacy sub-theme, an additional theme emerged, which requested education, for example: "*EDUCATE ME"* (P7/13), *"I need a lot of help"* (34/14) and *"The test was a very humbling experience...I am though, looking forward to actually learning things I thought I knew"* (P82/16).

The main theme of high self- efficacy emerged from the majority of P-S NNS who maintained their good or OK responses. P-S NNS had a strong understanding about their individual capabilities, for example: *"It is good"* (PNN3/13), *"Happy"* (PNN46/16) and *"My grammar knowledge is OK like I thought"* (PNN 38/14). The sub-theme of low-self efficacy emerged from a feeling of not being good enough despite scoring above 80% on the test, for example: *"92% is not enough…."* (PNN39/14) or because a higher standard was required for a goal, for example: *"My knowledge of grammar is not enough to be an English teacher…"* (PNN33/14).

Summary

To summarise, subq3 findings demonstrated that P-S NNS had a strong awareness of their KAG. They understood the question, how it related it to their interest in English and to English study undertaken to ensure it continuously improved. The P-S NNS were able to present a realistic response to self-reporting their awareness and it did not change from their initial pre-test response. Alternatively, P-S NESTs demonstrated that they did not know about KAG. They felt uncomfortable when they became aware of it.

4.4: Case study 1 summary

To summarise, case study 1 aimed to investigate P-S NESTs' KAG prior to P-S TESOL education to provide evidence for the need of the KAG programme. The investigation was undertaken through two research questions, which were, RQ1: How do participants self-report their KAG awareness? And RQ2: What level of KAG do participants have? During analysis, findings were contextualised with P-S NNS to add an additional dimension.

Findings from RQ1 demonstrated that the majority of P-S NESTs defined grammar in terms of structure and a minority in terms of punctuation. All P-S NESTs focused on the meaning of language or KOG. P-

S NESTs did not mention rules, which indicated they did not consider KAG whilst defining grammar. In contrast, the majority of P-S NNS defined grammar through rules and a minority in terms of language construction. The P-S NNS gave a rounded definition of grammar, which encompassed both meaning (KOG) and rules (KAG) of grammar. On the other hand, the P-S NESTs gave just half of the definition and referenced only the meaning or KOG.

All P-S NESTs changed their self-reported KAG awareness from 'good' or 'OK' before the initial KAG test, to 'poor' after it. However, all P-S NNS kept their initial response of 'good' or 'OK', both before and after the KAG test. The majority (74%) of initial P-S NESTs' statements were associated with the theme, confidence from an external motivator, which emerged from responses about passing an exam or gaining a form of praise from an external source. A minority (26%) of initial P-S NESTs' statements were associated with the theme lack of confidence, which emerged from a vulnerability about the application and use of grammar. On the other hand, the majority (74%) of initial P-S NNS statements were associated with the theme, confidence from intrinsic motivation, which emerged from responses that highlighted interest, engagement and continual desire to improve English. A minority (26%) were associated with the theme, low self-efficacy, which emerged from responses that highlighted a lack of belief in English ability and from feeling not good enough.

Despite the majority of P-S NESTs articulating confidence in their KAG, the initial KAG test highlighted the P-S NESTs' weaknesses as they were not able to demonstrate ability. Overall, the initial test result was poor (M=11.73, SD=12.80) for all four cohorts of P-S NESTs between 2013 and 2017 as statistical tests indicated there was no anomaly between the year groups. Between 2013 and 2017, all P-S NESTs entered with a weak KAG level, which was not appropriate for P-S TESOL education. In addition, results demonstrated that KAG level did not match initial perceptions held about it. Statistical tests highlighted that P-S NESTs, who had studied a foreign language to 'A' level, did not perform better. P-S NESTs demonstrated they were unable to label, define, identify or produce parts of speech and unable to number and name verb tense forms on the initial test, which was basic. However, for P-S NNS, between 2013 and 2017, the initial overall test result, was significantly higher (M=53.78, SD=21.41). In addition, P-S NNS were significantly stronger than P-S NESTs in all areas of the initial test, apart from the production of an example to represent a conjunction, preposition, adjective and adverb, where abilities were comparable.

Following receipt of the initial KAG result, 100% of P-S NESTs changed their self-reported KAG awareness response to poor. Themes of crisis of confidence, requests for education and low-self efficacy, emerged. In contrast, the P-S NNS maintained their original 'good' and 'OK' responses. From

these, themes of high self-efficacy emerged together with a theme of low self-efficacy from a minority, who did not believe their English was good enough.

4.5: Case study 1 conclusion

Overall, case study 1 highlighted that P-S NESTs had a weak KAG level and an inaccurate perception of their associated ability upon entry to P-S TESOL education. P-S NESTs' KAG perceptions of ability were challenged when they were unable to complete the initial KAG test to demonstrate it. The findings were in keeping with previous research, which found NS levels of KAG to be weak (Andrews 1995; Andrews 1999; Bloor 1986; Borg 2003; Chandler, Robinson et al. 1988; Myhill, Jones et al. 2013; Sangster, Anderson et al. 2013; Williamson and Hardman 1995; Wray 1993). In contrast, P-S NNS had a significantly higher KAG level and demonstrated stability in their self-reported awareness, which was in keeping with Alderson and Horak's (2011) research, which found NNS demonstrated a stronger KAG level than NS.

Investigations in case study 1 provided quantitative generalisable findings, which demonstrated that UK P-S NESTs embark onto P-S TESOL education with a weak KAG level. The qualitative findings demonstrated that their perceptions of KAG did not match reality and that KAG was unknown. UK, P-S NESTs were unable to label, identify, define or give examples of very basic elements of grammar, they believed that there were three verb tense forms rather than twelve. As a result of secondary education, the findings came as no surprise but they did demonstrate that P-S NESTs need help to gain grammatical awareness appropriate for TESOL.

In terms of teacher-led programme evaluation, case study 1's investigations indicated that a form of KAG education would benefit P-S NESTs. Case study 2 examines the impact a KAG programme has on P-S NESTs' KAG levels and perceptions. Quantitative analysis was undertaken using the P-S NESTs' assessment grades from studying the KAG programme. Qualitative analysis examined how the programme influenced their KAG perceptions. The findings are presented next, in chapter five.

Chapter Five: Case Study 2 findings

Case study 2 findings

5: Context of case study 2

Case study 2 aimed to examine the extent to which the KAG programme influenced P-S NESTs' KAG. It was undertaken with the help of two research questions. RQ3 examined the change in P-S NESTs' KAG levels through four hypotheses (H4, H5, H6 and H7). RQ4 examined the change in P-S NESTs' KAG perceptions through one subsidiary question (subQ4). In total, data were collected from 73 P-S NESTs, who were from four different cohort years of first year study in 2013-2014, 2014-2015, 2015-2016 and 2016-2017. All the quantitative data were gathered from the P-S NESTs' assessment grades undertaken during the KAG programme. The qualitative data were collected at the end of the KAG programme.

Case study 2 built on previous research, where a KAG pre-course was found to be ineffective because participants were unable to apply the knowledge studied to pedagogy (Bigelow and Ranney 2005, Hislam and Cajkler 2005, Popko 2005). However, Bell (2016) found the participants use of metalanguage improved following a KAG course. In terms of teacher-led programme evaluation, case study 2 looked more closely at results achieved from taking a constructivist approach to teach P-S NESTs' grammar. The data had not been collected specifically for the research but instead, permission was gained from the P-S NESTs to use their assessment results from the KAG programme. The assessments were governed by the university's regulations, so the pass mark was 40%. However, as the four tests were objectively marked, a mark of 100% was achievable. In addition, passing the assessments is compulsory to successfully complete the module.

5.1: Presentation of research findings

Findings from RQ3 are presented first. For this question, the hypotheses are written in full together with an overview of the participants, where a full break down for each set can be found in section 3.7.2. The hypotheses were analysed using SPSSv24. For each, the descriptive statistics present the mean (M) and standard deviation (SD) results and a description of the findings is given. The tests for the inferential statistics are all different and a small paragraph gives an overview of the findings before a table is presented. RQ4's qualitative data findings are presented through participant responses taken from each cohort year. Each response is coded where, for example: P20/13 means P-S NEST number 20 in 2013. Where appropriate, additional findings are placed in the appendices.

5.2: Research question 3 findings

RQ3: How do P-S NESTs' KAG level change?

RQ3 was investigated through four hypotheses (H4, H5, H6 and H7).

Hypothesis 4

H4 examined P-S NESTs' KAG levels from test 1, test 2, test 3, test 4 and the project. It explored if there was a significant difference in ability between the year group cohorts. A hypothesis was formed to address this.

H4: If there is an anomaly between the groups, there will be a significant difference in the test and project results between the cohorts 2013-2014, 2014-2015, 2015-2016 and 2016-2017 in terms of demonstrating ability to achieve marks on:

4a: Test 1

4b: Test 2

4c: Test 3

4d: Test 4

4e: An average of the four test marks

4f: A re -run of the initial test

4g: The project

<u>H4 Participants</u>

Group 1s2: 73 P-S NESTs

(16 male, 57 female, M=21.32, SD=7.92, 57.75% from Wales, 42.25% from England)

H4 Findings: H4 Descriptive Statistics

		2013-2014 (29 P-S NESTs)		2014-2015 (20 P-S NESTs)		2015-2016 (10 P-S NESTs)		2016-2017 (14 P-S NESTs)		Overall 2013-2016 (73 P-S NESTs)	
		M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**
4a	Test 1	71.34	17. 26	69.85	16.17	71.50	16.91	67.14	30.50	70.15	19.78
4b	Test 2	65.62	18.22	66.75	18.77	67.20	12.59	56.21	26.43	64.34	19.60
4c	Test 3	64.71	21.21	63.90	19.78	60.90	25.72	65.28	20.85	64.10	21.00
4d	Test 4	63.24	19.32	67.90	19.42	66.20	15.61	62.92	20.36	64.84	18.83
4e	An average of the four test marks	66.25	15.31	67.10	16.48	66.45	16.65	62.88	21.43	65.86	16.81
4f	A re-run of the initial test	82.96	13.61	76.70	15.81	86.60	14.42	83.00	14.28	81.75	14.56
4g	The project	57.27	11.93	52.40	17.67	47.10	16.99	53.71	23.18	53.86	16.80

Table 5.1: Descriptive statistics for hypothesis 4: 4a, 4b, 4c, 4d, 4e, 4f and 4g

The range of test results was over 60% for all cohorts, with the exception of P-S NESTs in 2016-2017, whose test 2 mark was lower (M= 56.21, SD=26.43), which meant that all achieved a strong pass mark and above the required 40%. For 6e, 'an average of the four test marks', all cohorts marks were greater than 62%; the lowest was in 2016-2017 (M=62.88, SD=15.31), and the highest was in 2014-2015 (M=67.10, SD=16.48). For 4f, 'a re-run of the original test', all cohort averages were above 76%; the lowest was in 2014-2015 (M=76.60, SD=15.81) and the highest was in 2015-2016 (M=86.60, SD=14.42). For 4g, the project, all cohorts achieved a lower mark than on the average of the four tests. Overall, the mean results for all assessments, for all year groups, were in a pass range of above 40%. The levels of significance between the abilities of each year group follow.

H4 Inferential statistics

A one-way ANOVA was conducted using SPSSv24. Findings indicated no significant difference between the cohorts for assessment results. The non-significant findings (p >.050) are presented in the following table. Further confirmation of no difference between the cohorts was demonstrated though a Bonferroni post-hoc test (see appendix 11), where findings demonstrated consistent results between P-S NESTs cohort years as all findings were non-significant (p >.050).

Hypothesis 4		F	p
4a	Test 1	F (3, 69) = 0.15	.926
4b	Test 2	F (3, 69) = 1.06	.390
4c	Test 3	F (3, 69) = .099	.960
4d	Test 4	F (3, 69) = .30	.820
4e	An average of the four test marks	F (3, 69) = .19	.400
4f	A re -run of the initial test	F (3, 69) =1.29	.290
4g	The project	F (3, 69) = .99	.905

Table 5.2: Inferential statistics for hypothesis 4: 4a, 4b, 4c, 4d, 4e, 4f and 4g

H4 Summary

H4 findings demonstrated no significant difference in P-S NESTs' KAG levels, achieved from assessments in the KAG programme from different cohort years. The non-significant result indicated that all cohort years of P-S NESTs achieved comparable KAG results from the programme. The findings could be generalised to a larger UK, NS population (according to the definition of NS applied in this thesis) as improvement from KAG study was demonstrated equally between the year groups.

Hypothesis 5

H5 examined the P-S NESTs' initial KAG test results; pre and post the KAG programme. The test was given to the P-S NESTs on the first day of their P-S TESOL education and the same test was included as part of their final test 4. The hypothesis formed to address this was as follows.

H5: P-S NESTs will score significantly higher on the initial test following the KAG programme in terms of demonstrating ability to:

5a. Label nouns, pronouns, articles in sentences using specific meta-language
5b. Label nouns, pronouns, articles in sentences using general correct but not specific terms
5c. Define the subject and object of a sentence and the active and passive voice
5d. Identify the subject and object of a sentence
5e. Number of verb tense forms
5f. Name the verb tense forms
5g. Give an example of a conjunction, preposition, adjective and adverb
5h. Achieve a higher overall grade in the initial KAG test

<u>H5 participants</u>

Group 1s2: 73 P-S NESTs

(16 male, 57 female, M=21.32, SD=7.92, 57.75% from Wales, 42.25% from England)

H5 Findings: H5 Descriptive Statistics

Hypothesis 5			Group 1s2	
			M	SD
5a	Label nouns, pronouns, articles in sentences using specific meta-language	Initial	4.71	7.87
		Post study	77.56	19.52
5b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	Initial	13.58	16.70
		Post study	85.38	12.48
5c	Define the subject and object of a sentence and the active and passive voice	Initial	2.28	8.92
		Post study	80.36	29.83
5d	Identify the subject and object of a sentence	Initial	7.53	23.08
		Post study	46.57	38.48
5e	Number the verb tense forms	Initial	.00	.00
		Post study	86.30	34.62
5f	Name the verb tense forms	Initial	.00	.00
		Post study	87.44	27.60
5g	Give an example of a conjunction, preposition, adjective and adverb	Initial	22.94	25.93
		Post study	85.95	26.34
5h	Achieve a higher overall grade in the initial KAG test	Initial	9.78	10.43
		Post study	81.75	14.56

Table 5.3: Descriptive statistics for hypothesis 5: 5a, 5b, 5c, 5d, 5e, 5f, 5g and 5h

The mean results for all areas of the initial test were higher during the re-run of it in test 4. 5e and 5f were notable as they indicated the largest difference. Results for 5e: to state the number of verb tense forms, were, initial test (M=0.00, SD=0.00) and re-run (M=86.30, SD=34.62) and 5f: to name the verb tense forms, initial test (M=0.00, SD=0.00) and re-run (M=87.44, SD=27.60). The results demonstrated that due to the KAG programme, the majority of P-S NESTs were aware there are 12 verb tense forms and were able to name them. Knowledge associated with verbs was something completely unknown before the KAG programme. In general, the KAG programme positively influenced all areas of basic KAG. The levels of significance between the two sets of results follow.

H5 Inferential statistics

A paired t-test was conducted using SPSSv24. Findings indicated a significant difference between P-S NESTs' initial KAG test results and a re-run of it embedded within test 4 of the KAG programme. The significant findings (p<.050) are presented in the following table.

Hypothesis 5		t	p
5a	Label nouns, pronouns, articles in sentences using specific meta-language	t(72) =-29.31	<.010
5b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	t (72) =-31.99	<.010
5c	Define the subject and object of a sentence and the active and passive voice	t (72) =-21.24	<.010
5d	Identify the subject and object of a sentence	t (72) = -7.16	<.010
5e	Number the verb tense forms	t (72) = 21.29	<.010
5f	Name the verb tense forms	t (72) = -27.62	<.010
5g	Give an example of a conjunction, preposition, adjective and adverb	t (72) = -15.11	<.010
5h	Achieve a significantly higher overall grade in the KAG test	t (72) = -35.35	<.010

Table 5.4: Inferential statistics for hypothesis 5: 5a, 5b, 5c, 5d, 5e, 5f, 5g and 5h

H5 Summary

H5 findings demonstrated a significant difference in P-S NESTs' KAG levels on the initial KAG test (as researched in case study 1) and on the re-run of it. The significant result indicated that a basic level of KAG was achieved by all P-S NESTs from the KAG programme. For example, before the KAG programme, 5a: Label nouns, pronouns, articles in sentences using specific meta-language was (M=4.71, SD=7.87) and after the programme it was (M= 77.56, SD 19.52).

Hypothesis 6

H6 examined, if the P-S NESTS needed more practice in using their KAG to explain L2 learners' errors at IELTs level 5.0. The hypothesis formed to address this was as follows.

H6: At the end of the KAG programme, P-S NESTs require more practice in using metalanguage to write and explain L2 learners' errors at an IELTS level 5.0

H6 participants

Group-1s2: 73 P-S NESTs

(16 male, 57 female, M=21.32, SD=7.92, 57.75% from Wales, 42.25% from England)

H6 Findings: H6 Descriptive Statistics

Hypothesis 6			**Group-1s2**	
			M	**SD**
H6	At the end of the KAG programme, P-S NESTs require more practice in using metalanguage to write and explain L2 learners' errors at an IELTS level 5.0	Average 4 tests	65.86	16.81
		Project	53.86	16.80

Table 5.5: Descriptive statistics for hypothesis 6

In H6, the mean mark for the 4 tests (M=65.86, SD=16.81) was 12% higher than the mean mark for the project work (M=53.85, SD=16.80). The range of marks the P-S NESTs gained for both of these was virtually identical, as shown through the SD results. The results demonstrated that the P-S NESTs achieved better marks when remembering KAG to answer test questions than when applying KAG for TESOL purposes. The levels of significance between the two sets of results follow.

H6 Inferential statistics

A paired t-test was conducted using SPSSv24. Findings indicated a significant difference between P-S NESTs' tests and project work results. The significant finding (p<.050) is presented in the following table.

Hypothesis 6		t	p
H6	At the end of the KAG programme, P-S NESTs require more practice in using metalanguage to write and explain L2 learners' errors at an IELTS level 5.0	t (72) = 7.139	<.010

Table 5.6: Inferential statistics for hypothesis 6

H6 Summary

H6 findings demonstrated a significant difference between P-S NESTs' average test marks and the project marks. The result indicated that writing about and explaining L2 learners' errors using metalanguage was a challenge for the P-S NESTs. The project was the first time the P-S NESTs had dealt with large volumes of L2 learners' writing because only short sentences needed to be addressed in the tests they had taken earlier in their studies. The findings highlighted that applying KAG from learning to TESOL was not an automatic process. However, the P-S NESTs could not have attempted the exercise without an understanding of KAG before doing it.

Hypothesis 7

H7 examined whether P-S NESTs, who proceeded onto P-S TESOL education, would perform better in tests and projects than NS, who decided not to proceed, despite having successfully completed all the assessments. The hypothesis formed to address this was as follows.

H7: P-S NESTs who decided to proceed onto TESOL education will perform better in the tests and the project than NS who decided not to proceed.

<u>H7 participants</u>

Group 1P: 42 P-S NESTs

(6 male, 34 female, M=21.82, SD=6.12, 58% from Wales and 42% from England)

And 31 NS

(8 male, 23 female, M=20.44, SD=9.29, 55% from Wales, 45% from England)

H7 Findings: H7 Descriptive Statistics

Hypothesis 7			Group 1P	
			M	SD
7a	Test 1	P-S NEST: Proceed	76.09	13.72
		NS: Not proceed	62.09	23.78
7b	Test 2	P-S NEST: Proceed	71.38	14.61
		NS: Not proceed	54.80	21.62
7c	Test 3	P-S NEST: Proceed	70.47	16.61
		NS: Not proceed	55.48	23.42
7d	Test 4	P-S NEST: Proceed	70.31	15.99
		NS: Not proceed	57.41	20.05
7e	An average of the four test marks	P-S NEST: Proceed	72.07	12.67
		NS: Not proceed	57.45	18.21
7f	A re -run of the initial test	P-S NEST: Proceed	84.66	12.19
		NS: Not proceed	77.80	16.66
7g	The project	P-S NEST: Proceed	59.61	13.25
		NS: Not proceed	46.06	18.14

Table 5.7: Descriptive statistics for hypothesis7: 7a, 7b, 7c, 7d, 7e, 7f and 7g

For all tests and the project work, there was a difference in the marks achieved by P-S NESTs and NS. Of these, the largest difference was 16.57% in test 2 about verb tense forms (P-S NESTs: M=71.38, SD=14.61 and NS: M=54.80, SD=21.62). The smallest difference was 6.87%, in the re-run of the initial test (P-S NESTs: M=84.66, SD=12.19 and NS: M=77.80, SD=16.66). Findings indicated that verb tense forms were the most challenging area for NS to study. However, all who participated demonstrated a KAG level improvement. The levels of significance between the two sets of results follow.

H7 Inferential Statistics

A one-way ANOVA was conducted using SPSSv24. Findings indicated a significant difference between P-S NESTs and NS' tests and project results. A Bonferroni post hoc was not undertaken, as previous tests demonstrated no significant difference between the cohort year's abilities. The significant findings (p<.050) are presented in the following table.

	Hypothesis 7	F	p
7a	Test 1	F (1,71) = 10.05	<.010
7b	Test 2	F (1,71) = 15.27	<.010
7c	Test 3	F (1,71) = 10.25	<.010
7d	Test 4	F (1,71) = 9.39	<.010
7e	An average of the four test marks	F (1,71) = 16.37	<.010
7f	A re -run of the initial test	F (1,71) = 4.13	.046
7g	The project	F (1,71) = 13.63	<.010

Table 5.8: Inferential statistics for hypothesis 7: 7a, 7b, 7c, 7d, 7e, 7f, and 7g

H7 Summary

H7 findings demonstrated a significant difference between P-S NESTs and NS' tests and project results. The results indicated that P-S NESTs worked harder at gaining KAG than NS. In addition, studying KAG was a challenge that required a desire to pursue TESOL to achieve higher marks.

5.3: Research question 4 findings

RQ4: How do P-S NESTs' self-reported KAG awareness change?

RQ4 examined how P-S NESTs' self-reported KAG awareness at the end of the KAG programme. To examine this, the same question was asked as in case study 1, which was:

SubQ4: How is your grammar knowledge? Is it good / OK / poor? Justify your response with a maximum of 3 sentences.

SubQ4 participants

Group 1P: 42 P-S NESTs

(6 male, 34 female, M=21.82, SD=6.12, 58% from Wales and 42% from England)

And 31 NS

(8 male, 23 female, M=20.44, SD=9.29, 55% from Wales, 45% from England)

SubQ4 Findings

SubQ4 aimed to examine the extent the KAG programme influenced P-S NESTs' KAG. It questioned how P-S NESTs' self-reported KAG awareness changed after they took the programme. Qualitative thematic analysis was undertaken, which found that P-S NESTs and NS perceived their KAG differently. A list of responses associated with each theme, where an example from each cohort year is given, is presented in appendix 12, and a written account follows.

70% of P-S NESTs responded 'good' and one main theme emerged, which was high self-efficacy. 30% of P-S NESTs responded 'OK' and one main theme emerged, which was also high self-efficacy. 100% of NS responded 'OK' and one main theme emerged, which was lack of confidence and one sub-theme, which was lack of interest.

The theme of high self-efficacy emerged from the majority of P-S NESTs. The responses highlighted what had been learned throughout the KAG programme, for example, "*proper terminology"* (P30/13), "*different rules"* (P32/14), an understanding of "*linguistic terminology"* (P68/15) and "*metalanguage"* (P86/16). The main theme of high self-efficacy emerged from 30% of P-S NESTs, who perceived their KAG to be 'OK' at the end of the programme. The responses reflected on development, for example: *"I learned a lot"* (P35/13) and on a future focus, for example: *"I'm still learning. As a native speaker, I can't be expected to fully understand, not yet!"* (P64/15) and "*I'm fairly good but there is still lots of room for development"* (P41/14). What was noticeable was that all P-S NESTs who wished to continue with TESOL believed they learned from the KAG programme. All were positive about their learning and 30% of them indicated a realistic understanding that there was more KAG to learn.

In contrast, the main theme of lack of confidence emerged from NS responses. KAG was considered, *"difficult"* (NS32/13) and *'confusing'* (NS41/14). The volume of work required to study was mentioned, for example: *"I'm OK but constant revision makes me stressed"* (NS64/15) and *"I did OK but I had to do a lot of work to pass"* (NS81/16). A sub-theme from NS was, lack of interest as all the participants had a choice to proceed or not due to the design of modules in the degree system, which led to comparisons being made with other subject areas, "*I just got better marks in other modules"* (NS18/13) and "…I *prefer*

writing poems" (NS65/15). Other comments highlighted the lack of value of learning KAG, "*I've lived all my life without KAG"* (NS85/16).

Subq4 summary

Overall, there was a clear distinction between the P-S NESTs and NS in terms of the influence studying KAG had on them. The findings can be linked to an interest in the subject area and a desire to continue with TESOL. The P-S NESTs were positive about their knowledge gain, whereas NS indicated that the challenges faced in studying KAG were either too much or pointless. All learned from the KAG programme, which highlighted further the lack of KAG that NS have about their native tongue.

5.4: Case study 2 summary

Case study 2 aimed to examine the extent to which the KAG programme influenced P-S NESTs' KAG. The examination took place through two research questions which were: RQ3: How do P-S NESTs' KAG levels change? And RQ4: How does P-S NESTs' self-reported awareness change? Findings related to RQ3 were collected from four hypotheses: H4, H5, H6, H7, where each H presented a different insight into the KAG programme's influence. RQ4s findings demonstrated a change in awareness from undertaking KAG study.

H4 demonstrated that there was no anomaly between the year groups in terms of the level of KAG achieved in the tests and project work. P-S NESTs from four different cohort years studying the same materials developed KAG at the same rate. Generalisations about the KAG level that P-S NESTs are able to achieve from education could be made because of the similarities in knowledge gain.

H5 demonstrated that all P-S NESTs achieved a significantly higher basic KAG level by the end of the KAG programme. Findings demonstrated a significant difference between results on the initial KAG test and results from its re-run. Noticeably, whether the P-S NESTs were interested in proceeding onto year two TESOL or not, all gained a basic understanding of KAG.

H6 demonstrated that P-S NESTs needed more practice in applying KAG. Findings indicated a significant difference between the average marks of the four tests, where KAG was learned to answer questions and the project, where KAG needed to be applied to correct authentic L2 learners' writing scripts, which were graded at an IELTS level 5.0. The finding was an improvement on previous research, which found a pre-course in KAG to be ineffective in its ability to enable practical application (Bigelow and Ranney 2005, Hislam and Cajkler 2005, Popko 2005). Findings demonstrated that the application of KAG was a challenge but it was successfully undertaken and completed by the P-S NESTs.

H7 highlighted the work involved in gaining KAG. Findings indicated a significant difference between the results of P-S NESTS, who decided to proceed onto P-S TESOL education, and NS, who did not. H7 results

were supported by qualitative findings in subq4, which evidenced a division between the two groups. 100% of P-S NESTs reported their awareness positively with 'good' or 'OK' responses and cited knowledge development to support their high levels of efficacy. On the other hand, the NS reported their awareness as 'OK' and reported KAG to be difficult, stressful and a lot of work, which impacted on their levels of confidence. Additional NS responses referred to lack of interest in TESOL and preference for other subject areas. Considering the position of the module in university structures, the finding was acceptable.

5.5: Case study 2 conclusion

In terms of programme evaluation, case study 2 highlighted that the KAG programme influenced the P-S NESTs' KAG levels and self-reported awareness positively. All developed KAG and successfully completed the module with more knowledge than when they started. A very clear example of knowledge gain was with verb tense forms, where the pre and post results for stating the number of verb tense forms were: pre (M=0.00, SD 0.00) and post (M=86.30, SD=34.62) and for naming them pre (M=0.00, SD=0.00) and post (87.44, SD 27.60). In addition, all the tests and project work results demonstrated a gain in knowledge, which is in keeping with Bell (2016) who reported similar findings. The KAG programme enabled P-S NESTs to make an informed decision about whether to proceed onto P-S TESOL education or not, from exposure to a section of the huge linguistic knowledge base required for it. The insight created a divide between P-S NESTs, who decided to proceed, who reported positively on their KAG level and awareness, and NS who did not proceed and reported KAG as being difficult, stressful, a lot of work or pointless.

Knowing KAG is important but being able to use and apply it is required for TESOL. Case study 2 highlighted the challenges most noticeably in H6 because marks gained from project work , where KAG needed to be applied to correct and explain L2 learners' writing errors, were significantly lower than average marks for the tests, where KAG was studied, learned and remembered (average 4 tests: M=65.86, SD 16.81 and project: M=53.86, SD 16.80). Whilst the project work result was lower, it could not have been undertaken without the KAG programme because a wide range of KAG was required for application.

Case study 3 explores the point further. Research was undertaken to explore the impact the KAG programme had on the development awareness for grammar teaching during the TESOL practicum. The participating P-S NESTs were in their third year of their TESOL minor degree and had completed studying the declarative KAG in year one and procedural aspects of TESOL in year two. Therefore, an understanding about different teaching methodologies, classroom management, lesson planning, material design, peer teaching and lesson reflection had been gained. Case study 3 took place during the practicum, where P-S NESTs planned, taught and produced reflective summaries on six hours of live teaching with L2 learners.

Findings which explored the impact the KAG programme had on their development of grammatical awareness for teaching during the practicum are presented next, in chapter six.

Chapter Six: Case Study 3 Findings

Case study 3 findings

6: Context of case study 3

Case study 3 explored the impact the KAG programme had on P-S NESTs' development of awareness for grammar teaching. It was undertaken with one research question. RQ5 explored how the P-S NESTs demonstrated KAG during the P-S TESOL practicum. Qualitative data were collected from reflective summaries about live teaching sessions and enhanced with lesson plans; the data were from assessed learning required to successfully complete a university module rather than being research specific. Specific research qualitative data were collected from semi-structured interviews. Quantitative data were created from the qualitative data, using the sequential exploratory mixing strategy. Deductive coding was undertaken using themes from Andrews' (1994) criteria, which presents NS English teachers' perspective about what grammatical knowledge is required for TLA for grammar teaching. Inductive coding was undertaken simultaneously, from which new themes emerged to demonstrate awareness development. The quantitative data measured the frequency of individual P-S NESTs' references associated with the sub-themes.

Case study 3 built on work of commentators (Andrews 1994, Thornbury 1997, Andrews 2012) who outlined the importance of the declarative dimension of subject-matter knowledge, which impacts on the quality of 'teacher's thinking, actions and reactions' (Andrews 2012 p.40). In terms of programme evaluation, it explored if the KAG programme, together with P-S TESOL education, enabled P-S NESTs' to use their declarative knowledge appropriately whilst teaching. Noticeably, previous studies found the link between a pre-KAG course and pedagogy to be unsatisfactory (Bigelow and Ranney 2005, Hislam and Cajkler 2005, Popko 2005).

6.1: Organisation of research findings

814 codes were identified from qualitative analysis, which highlighted the number of references associated with the sub-themes. To organise the data, four main themes were created, which encompassed the sub-themes. The main themes were labelled as: (1) 'developing individual knowledge', (2) 'developing in-class knowledge', (3) 'developing planning knowledge' and (4) 'developing growth of KAG awareness'. Main themes 1, 2 and 3 encompassed 10 out of the 11 sub-themes from Andrews' (1994) criteria. The fourth main theme included sub-themes that emerged from inductive coding. The following lists show the breakdown of all the themes.

Main theme 1, 'developing Individual knowledge', encompassed sub-themes which represented areas studied in the KAG programme. The sub-themes could not be acquired from live teaching because they represented declarative knowledge, which needs to be studied. They are about:

1.1* grammatical terminology

1.2* concepts associated with terms

1.3* the meaning of language in communication

1.4* how language works

Main theme 2, 'developing in-class knowledge', encompassed sub-themes which represented areas to be demonstrated whilst teaching. The areas could not be planned: declarative knowledge needed to be drawn upon to react to circumstance. They are:

2.1* analysing grammar from learners' perspective

2.2* dealing confidently with spontaneous grammar questions

2.3* 'correctness' and ability to justify an opinion about what is acceptable usage and what is not

2.4* explaining grammar to students without complex metalanguage

Main theme 3, 'developing planning knowledge', encompassed sub-themes which required intelligent consideration before a lesson. The ability to undertake the task came from understanding KAG. They are:

3.1* selecting and grading language and breaking down grammar points for teaching purposes

3.2* anticipating learners' grammatical difficulties

Main theme 4, 'developing growth of KAG awareness', encompassed sub-themes which emerged from the inductive coding. During analysis, new areas were identified that contributed to the development of grammar awareness for the pre-KAG programme, which were through:

4.1 self-reported ability

4.2 material design

4.3 demonstrating self-efficacy

4.4 noticing L2 learners' understanding of KAG

4.5 teaching grammar within a communicative context

Andrews' (1994) theme, 'reflecting on language and analysing language forms' (RonL+ALF) was not analysed as an individual sub-theme. It was found that occurrences associated with it were inextricably

intertwined with other sub-themes, for example: P10/16 reflected on how she introduced regular and irregular verbs to pre-intermediate learners. She wrote, "*Within the past simple tense, verbs can either be conjugated with a regular or irregular form"* (P10/16 reflective summary). The reflection could be associated with sub-theme 1.2* 'developing individual knowledge about concepts associated with terms' and 'RonL+ALF'. Examples were identified throughout the coding process. Johnston and Golombek (2016) talk of the importance of teacher educators assisting P-S teachers to develop conscious knowledge and awareness of subject matter. The data showed evidence of the development during the practicum as the P-S NESTs explained KAG in their planning, lesson reflections and during the interviews by thinking in concepts. In addition, from data analysis, examples that referenced grammar in relation to its form were also identified.

To avoid the importance of RonL+ALF reducing in statistical significance during the analysis, the following table was created. The percentage of examples of RonL+ALF, which were used for other sub-themes, is presented.

Main theme	**Sub-themes**	**RonL+ALF %**
1 Developing individual Knowledge about	1.1* grammatical terminology	25%
	1.2* concepts associated with terms	45%
	1.3* the meaning of language in communication	15%
	1.4* how language works	23%
2 Developing in-class knowledge about	2.1* analysing grammar from learners' perspective	23%
	2.2* dealing confidently with spontaneous grammar questions	7%
	2.3* 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not	17%
	2.4* explaining grammar to students without complex meta language	20%
3 Developing planning knowledge through	3.1*selecting, grading and breaking down grammar points for teaching purposes	35%
	3.2 *anticipating learners' grammatical difficulties	40%
4 Developing growth of KAG awareness through	4.1 self-reported individual ability	7%
	4.2 material design	10%
	4.3 demonstrating self-efficacy	9%
	4.4 noticing L2' learners' understanding of KAG	10%
	4.5 teaching grammar within a communicative context	0%

Table 6.1: Percentage of Andrews' (1994) theme, ''RonL+ALF' contained within other themes.

An additional point, which needs mentioning, with specific reference to the interview data, is the prevalence of references the P-S NESTs made to having no initial KAG to bring to P-S TESOL and the continual learning about it that was required. It was decided that the interview encouraged the responses about an area already understood from study 1 and study 2, for example; in the interview, P10/16 said: "*I didn't know anything before year one and it was a lot of work. It worries me that there is a lot more to learn."* (P10/16 interview). Therefore, a decision was made not to include the area as an inductive code.

6.2: Presentation of findings

The remainder of the chapter presents the quantitative and qualitative findings of each main theme. The quantitative findings are presented first and then the qualitative findings. Each main theme's summary combines both forms of data findings.

The quantitative data findings used SpSSv24 for analysis. The descriptive statistics are presented using a table to report the mean (M) and standard deviation (SD) of the frequency of reported occurrences for each sub theme. In addition, the minimum (min) and maximum (max) number of occurrences (of each sub-theme by each P-S NEST) are included to inform the data. Each table is followed by a short description of the findings. The inferential statistics report findings from Wilcoxon signed rank tests, which identified if the median (Mdn) occurrences of each sub-theme differed significantly. The effect size, which quantified the difference between the sub-themes is also presented, where strong=(r>.50), medium=(r>.30) and small=(r>.10). A short report to outline the comparison of sub-themes follows.

The qualitative data findings used NVivo to undertake content analysis. Examples from the P-S NESTs' reflective summaries and the interviews are presented for each sub-theme. Sections of lesson plans are also presented to add additional context when appropriate. A coding system is used to report the findings, for example: P1/15 represents P-S NEST number 1, who did third year teaching practice in 2015-2016 and contributed to case study 1 in 2013-2014 and P7/16 represents P-S NEST number 7, who did third year teaching practice in 2016-2017 and who contributed to case study 1 in 2014-2015. In addition, the code (+ RonL+ALF) will appear after some P-S NESTs' ID code, when the example could also have been used to represent it, for example: She wrote, "*Within the past simple tense, verbs can either be conjugated with a regular or irregular form"* (P10/16 reflective summary) (+RonL+ALF).

6.3: Research question 5 findings

RQ5: How do P-S NESTs demonstrate KAG during the P-S TESOL practicum?

RQ5 participants

Case study 3:10, year three P-S NESTs

5 were from the academic year 2015-2016 and 5 from the academic year 2016-2017

(0 males, 10 female, M=20.42, SD=1.74, 50% from Wales, 50% from England and additional information about them is in appendix 13)

6.3.1: Main theme 1 'developing individual knowledge'- Quantitative findings

Descriptive Statistics

Main theme 1	Sub-themes	M	Min	Max	SD
Developing individual knowledge about	1.1* grammatical terminology	14.40	12.00	17.00	2.01
	1.2* concepts associated with terms	10.80	10.00	13.00	1.03
	1.3* the meaning of language in communication	3.90	0.00	18.00	5.60
	1.4* how language works	1.30	0.00	5.00	1.76

Table 6.2: Descriptive statistics for main theme 1: developing individual knowledge

Developing Individual knowledge refers to the references the P-S NESTs made applicable to declarative knowledge.

1.1* was the strongest sub-theme (M= 14.40, SD=2.01). The min (=12.00) and max (=17.00) numbers of occurrences showed how grammatical terminology was an area developed by all P-S NESTs.

1.2* was the second highest occurring (M=10.8, SD=1.03). The min (=10.00) and max (=13.00) numbers of occurrences showed that all P-S NESTs demonstrated similar levels of development about individual with concepts associated with terms.

1.3* had a much lower number of mentioned occurrences (M= 3.90, SD=5.60) with a higher range of difference between the P-S NESTs min (=0.00) and max (=18.00). The KAG programme did not focus on teaching meaning so the results indicated that some P-S NESTs had had an opportunity to demonstrate a form of awareness through innate knowledge whilst teaching.

1.4* received the lowest number of mentions (M=1.30, SD=1.76). The min (=0.00) and max (=5.00) range showed that some P-S NESTs did not comment about how language works.

Overall, all P-S NESTs demonstrated a development of awareness for sub-themes 1.1* and 1.2* and some P-S NESTs demonstrated awareness for sub-themes 1.3* and 1.4*. The significance of the results compared with each other is presented in the following section.

Inferential Statistics

Wilcoxon signed rank tests were undertaken to identify whether the median (Mdn) occurrences of each sub-theme differed significantly. Findings indicated both significant (p<.050) and non-significant (p>.050) differences. In addition, the effect size, which quantifies the difference between the sub- themes indicated strong (r>.50) differences. The findings are presented in the following table and are followed by a short report.

Main theme 1	**Sub-themes**					
		Mdn		**Mdn**	**Z**	**p**	**r**
Developing individual knowledge about	1.1*	15.00	1.2*	10.50	-2.71	.007	.86
			1.3*	1.50	-2.71	.007	.86
			1.4*	0.50	-2.82	.005	.89
	1.2*	10.50	1.3*	1.50	-2.51	.012	.79
			1.4*	.50	-2.18	.012	.89
	1.3*	1.50	1.4*	.50	-1.89	.060	.60

Table 6.3: Inferential statistics main theme 1: developing individual knowledge

Key: 1.1 about grammatical terminology, 1.2* about concepts associated with terms, 1.3* about the meaning of language in communication, 1.4* about how language works*

Comparative report of sub-themes

1.1* and 1.2*: The strong significant finding indicated that the KAG programme had more impact on the development of grammatical terminology than on concepts associated with the terms.

1.1* and 1.3*: The strong, significant finding indicated that the KAG programme had more impact on the development of grammatical terminology than on the meaning of language in communication.

1.1* and 1.4*: The strong, significant finding indicated that the KAG programme had more impact on the development of grammatical terminology than on knowledge about how language works.

1.2* and 1.3*: The strong, significant finding indicated that the KAG programme had more impact on the development of concepts associated with terms than on knowledge about the meaning of language in communication.

1.2* and 1.4*: The strong, significant finding indicated that the KAG programme had more impact on the development about concepts associated with terms than on about how language works.

1.3* and 1.4*: The strong, non-significant finding indicated that the KAG programme did not have an impact on the development of meaning of language in communication or about how language works.

6.3.2: Main theme 1 'developing individual knowledge' – Qualitative findings

Sub-theme 1.1* Developing individual knowledge about grammatical terminology

During the final interview, the P-S NESTs reflected on their P-S TESOL education. All mentioned how studying the KAG programme had influenced sub theme 1.1* 'developing individual knowledge about grammatical terminology'. It was articulated in a number of different ways, which covered three areas, which were: the development of metalinguistic knowledge, metalanguage and the problems associated with developing individual knowledge about grammatical terminology. Each of these are presented in turn.

<u>The development of metalinguistic knowledge</u>

The development of metalinguistic knowledge is demonstrated through the ability to correct, describe and explain L2 errors (Roehr 2008) and is gained through explicit grammar knowledge (Bialystok 1988). Explicit knowledge was gained from KAG programme. It was practised during in-class tasks, tested in four tests and needed to be demonstrated for the project work.

The P-S NESTs referenced the importance of explicit knowledge to break down language to undertake correction. The following section presents examples of these:

> *"I thought I had a solid basis of grammar and now I feel really ignorant about that as I didn't know anything at all. I could correct someone's speech but I certainly couldn't tell them why. I feel I can correct someone now and explain why. I can look at words one by one to see what is wrong and I'm being helpful for next time they use it. I do not think just correcting without saying why is of benefit to them because they will do the same thing next time."* (P1/15 interview)

P1/15 stated that from the KAG programme, she gained the ability to identify words individually. She understood its need to correct and to provide useful explanations to the learners. She believed her knowledge would enable learner accuracy.

P2/15 spoke about the difference between NS who had and had not studied the KAG programme. She said:

> "*I think a lot of native speakers can use grammar quite well. Of course, people make mistakes but we cannot break it down and talk about it. I would say in the first year that my knowledge about grammar was not good. However, if you asked me that question now, I would say it was good but I have a lot more to learn."* (P2/15 interview)

P2/15 spoke of her development to break down language from the KAG programme. She explained the strengths and limitations of native speakers and their general inability to explicitly explain learners' errors. Interestingly, whilst she could identify her own development in the area, she was also aware that continual development was required.

<u>Metalanguage</u>

The development of grammatical terminology or metalanguage featured strongly in the responses. All P-S NESTs commented about how unknown it was before the KAG programme.

> *"Before the first year I had never heard of an auxiliary verb, just verbs. I did not know we had more than three, I thought we had the past, present and future. I did not know about conditionals. I did not know there was an order to adjectives. I did not know anything about it. Now I do." (P10/16 interview)* (+ RonL+ALF)

P10 /16 was very open about terminology, which was unknown before the KAG programme. She stated that the reason for her knowing terminology now was due to it.

P9/16 highlighted that studying within the structured environment of the KAG programme was beneficial because without the knowledge, she would not have been able to apply it to teaching methodologies used for the practicum.

> "*We understood the terminology from year one for example preposition and conjunction. Without knowing those words, I would not have been able to do the teaching. Even if I had googled something like conjunction, I would not know what it*

meant. It doesn't show how it is used in a sentence or why it is used. If I hadn't done work in year one, I would have no idea what to do for a language analysis." (P9/16 interview) (+RonL+ALF)

P9/16 also pointed out that looking up grammatical terminology in books did not provide an appropriate level of understanding for L2 teaching. However, undertaking independent KAG study in P-S TESOL education is common due to the short amount of time dedicated to it. P7/16 elaborated on the issue, she said:

'I would not like to think what it is like for a teacher to go into a lesson without the grammar knowledge that we have had. That must be horrendous. Their poor students must get so confused. You cannot learn it from a textbook, you just can't.' (P7/16 interview)

P7/16's comment exemplifies the situation that a large number of P-S NESTs are in when embarking on TESOL education, where very little attention, just four out of 150 hours of course time (Hobbs 2013) is given to KAG education. The knowledge base is vast, bug results from case study 1 demonstrated that KAG is generally unknown to NS. P7/16 appreciated all the insights gained from studying KAG before P-S TESOL education and from the experience, she would not have liked to have been a position of self-study. In fact, she felt KAG would be impossible to learn in isolation, which further highlighted the challenges P-S NESTs have in developing KAG.

<u>The problems associated with developing individual knowledge about grammatical terminology</u>

Interview comments were associated with the challenge of gaining grammatical terminology due to the volume of work**.** P1/15 mentioned how an understanding of KAG before P-S TESOL (and therefore within secondary education) would have been beneficial, "*I think the process of TESOL would be a lot easier if we all had the basis of grammar but we don't."* (P1/15 Interview). She understood the importance of KAG for TESOL and stated that prior to the KAG programme, the knowledge was missing. P5/15 spoke of the difficulty in developing KAG due to the size of the knowledge base and the volume of work required. She said:

"There is just so much of it. It wasn't what I thought, it was nouns, verbs and adjectives there were all these structures. There were so many deviations from them as well. I cannot remember all of them." (P5/15 Interview)

P5/15 pointed out the enormity of the task KAG learning was. She commented on both the volume of the knowledge and the difficulty in remembering it all. P3/15 elaborated on the point when she spoke about her unease about being a NS and not knowing KAG. She also mentioned the volume of work associated with learning.

> "*It was a lot bigger than I originally thought. There are a lot more tenses and so on. As an English student, I was embarrassed that I didn't know any of this about my own native language. It proved to be a lot to take in."* (P3/15 interview)

Summary

Overall, references were articulated through comments about metalinguistic knowledge, metalanguage and the problems associated with developing individual knowledge about grammatical terminology. From the examples, an understanding that the KAG programme provided all the knowledge for teaching was made clear. One P-S NEST expressed concern about others embarking on TESOL, who do not have a pre-KAG programme. She felt that gaining a KAG without it would be impossible. The comments indicated that all the P-S NESTs considered the KAG programme was essential and was the place where all their KAG was learned.

Sub-theme 1.2* Developing individual knowledge about concepts associated with terms

From reflective summaries, the P-S NESTs gave insights into how they managed to ensure the ideas associated with the grammatical terms were portrayed to the learners. For example, P10/16 reflected on her second conditional lesson to intermediate level learners. She justified her reasons for eliciting during the presentation stage of her PPP lesson.

> "*Learners often confuse the first and second conditionals. This is possibly because the same situation could be stated using either the first or the second conditional depending how likely, you felt the situation to be. I therefore felt it was of utmost importance to emphasise the use of 'very unlikely' situations for the second conditional. I did this by giving regular concept checks, asking the learners at each stage 'is it possible?' (Learners' answer- yes) 'But very unlikely?' (Learners' answer -yes). I also reinforced how unlikely the situation would be by eliciting the percentage of chance, which is usually 0-1%."* (P10/16 reflective summary) (+RonL+ALF)

With the reflective summary, whilst there was no example or evidence given to suggest learners confused the first and second conditional, she did provide an explanation. Therefore, her ideas for using the second conditional were made clear to the learners, and possibly also to herself.

P8/16 reflected about her logic of introducing regular and irregular verbs to pre-intermediate learners, she wrote:

> "*Within the past simple tense, verbs can either be conjugated with a regular or irregular form. The differences between regular and irregular verbs were well elicited and discussed during the presentation stage and introduced as a new concept for learners to consider. Moreover, learners were given an irregular verbs list at the beginning of the practice stage. This therefore drew the learners' conscious attention to the different formations of irregular verbs so that they could apply this new found knowledge to other contexts. I think I heightened their understanding."* (P8/16 reflective summary) (+RonL+ALF)

What P8/16 said was perfectly logical. It demonstrated that she was aware that learners would find the formation of past tense verbs challenging, due to their inconsistency. She undertook eliciting and provided materials for associated tasks. An understanding of the concepts associated with past tense verbs was demonstrated through her awareness of the challenges learners face when forming regular and irregular verbs. In addition, she demonstrated an understanding the complexities were thoroughly covered during the KAG programme because without explicit study, NS do not think about the differences in formation of verbs.

P6/16 demonstrated development by reflecting on how her lesson could have worked out differently. She reflected on the use of dynamic and stative verbs with the present continuous tense taught to pre-intermediate learners. She wrote:

> "*The learners didn't challenge me in this lesson but I could have helped more. For example by introducing the use of this tense (the present continuous) with stative vs. dynamic verbs. This easily could have been queried in the lesson and as a result, would have needed to be addressed. In hindsight, a sheet with a list of verbs that do and do not end in –ing would have been beneficial."* (P6/16 reflective summary) (+RonL+ALF)

P6/16 demonstrated that she understood the purpose of making aspects of language explicit to learners. After the lesson, she thought about how it could have worked differently. Her reflection demonstrated how her practical experience, together with her KAG, helped to develop concepts associated with terms.

P4/15 articulated her development through a reflection on her future simple-will lesson, she wrote:

> *"Despite the fact that I had completed a language analysis before the lesson, little things let it down. I forgot to provide a word class for the vocabulary section and failed to elicit the 'bare infinitive'; a key part of the sentence structure. In future, I will include the word class in my lesson plan to remind me during the lesson."* (P4/15 reflective summary) (+RonL+ALF)

Therefore, P4/15 understood that the learners would benefit from having the word class to aid understanding of their use in sentences, which is often due to the learners' prior L2 English studies.

P1/15's reflective piece followed a lesson to intermediate learners about gradable adjectives. The reflection was produced following a peer and lecturer post-lesson conversation, she wrote:

> *"Whilst I introduced examples of adjectives-boiling, hot, warm, chilly, cold, freezing, I could have done more work on grading them with the adverbs – quite, particularly, pretty, very, really and absolutely. From this, I could have made a 'boiling-freezing timeline'. This would have clearly demonstrated gradable adjectives and I could have more clearly explained that 'absolutely' only goes with 'boiling' and 'freezing' making them non-gradable. The remaining words could have been matched with other adverbs such as 'quite cold' which could then have been put in order from the strongest to the weakest.'"* (P1/15 reflective summary) (+RonL+ALF)

P1/15's reflection demonstrated how, through post-lesson conversation and reflection, KAG continued to be developed. Gradable adjectives were not included in the KAG programme and they did not form part of her original lesson. The conversation emerged from circumstance. It was constructive, informative and led to all the P-S NESTs benefitting as they were exposed to new knowledge. The conversation was easily understood and received with ease because knowledge about adjectives and adverbs was in place from the KAG programme.

Summary

Overall, lesson reflections provided examples to show how the concepts associated with terms were articulated. Details associated KAG study enabled the processes. Also, additional learning was gained from a post lesson discussion, where KAG was developed further because a general understanding of the subject area was in place.

Sub-theme 1.3* Developing individual knowledge about the meaning of language in communication

During the coding process, the development of meaning in language had a low number of occurrences when compared with other areas. Maybe because it was not taught and the P-S NESTs were not challenged to think about it.

P2/15 reflected on her lesson about 'giving opinions' with intermediate level learners. She wrote:

> "*The focus on opinions could have been developed to look at formality. One girl suggested, 'I believe it's so', which would be correct but old-fashioned and very formal. I could have acknowledged this and perhaps asked students to identify which examples we had would be formal or informal, to help them with usage."* (P2/15 reflective summary)

Therefore, P2/15 demonstrated developing individual knowledge about meaning. However, it was from innate rather than taught knowledge.

P3/15 undertook a lesson, which included examining subtle differences in language. She reflected:

> *"I focussed on looks, looks +like and looks as if/ as though. I intended for the learners to use this language to describe paintings by the artist Frida Kahlo. I looked at the subtle differences in meaning of each of the phrases. I also looked at the form by giving examples to the students and eliciting responses.'* (P3/15 reflective summary) (+RonL+ALF)

P3/15 used metalinguistic knowledge to explicitly teach a difference of meaning. She undertook a technique called noticing, where stimuli are consciously delivered to learners (Myles and Mitchell 2014). In each instance, she broke down the form of the language, explained its use and gave an example from which the learners could see patterns to mirror with their own work. For example:

Looks as if / as though + subject + verb

- As if /as though = same
- USE: to talk about what a situation seems like
- FORM: Subject +look + as if / as though + subject + verb
- EXAMPLE:
- It looks as if it will rain
- He looks (as if / as though) he hasn't slept (P3/15 lesson plan)

Figure 6.1: Section of P3/15's lesson plan about subtle differences in meanings of phrases

Summary

Overall, the P-S NESTs made comments in both the interview and reflective summaries, which demonstrated an awareness of meaning of language, rather than developing individual knowledge about it. NS have an innate ability to understand the meaning of words and utterances. However, it does not automatically lead to P-S NESTs being able to explicitly state a meaning.

Sub-theme 1.4* Developing individual knowledge about how language works

Developing individual knowledge about how language works was articulated through different forms. These were, the use of metalanguage, realising the importance of breaking language down and feeling pleased about teaching accomplishments. The following section presents these individually.

<u>The use of metalanguage</u>

The question of whether to use grammatical terminology to describe grammar was written about by P2/15 following a lesson to intermediate Chinese learners about defining and non-defining relative clauses.

> *"The learners said they recognised the structures, but did not know the name in English. They started to look up the term on their phones and I waited so that they could find a translation, but I could have just told them the answer once they said they didn't know the English names, as I was able to elicit the use of the relative clauses anyway. In future, I could think about whether the students need to know the English terms in order to understand the language. In some cases, they may need to know, but not all*

of the time. In this situation it was necessary to be able to make a distinction between defining and non-defining relative clauses, but the correct terminology was arguably unnecessary, because students only needed to know the function of each to be able to identify examples in the reading text". (P2/15 reflective summary) (+RonL+ALF)

Whilst P2/15 wanted to focus on the difference in use between defining and non-defining relative clauses, the learners wanted to understand the metalanguage, which was probably due to prior learning. During the interview, she elaborated further on her beliefs associated with this. She said:

"I think there is only so much grammar you can live with…I think if you have grammar sections of lessons, you also need to know how to communicate it properly with them. Just writing down grammar is not teaching them that so you must have a balance." (P2/15 interview) (+RonL+ALF)

P2/15 showed development from her thinking about how language works and what the learners would benefit from. Her beliefs about teaching developed from the process.

During the interview, P1/15 showed development of how language works by questioning the use of teaching grammar rules. She said:

"Obviously, people will be able to communicate without grammar rules. However, it does help with fluency and with being able to sound accurate and being able to express yourself properly. I think it might depend on what they are learning English for… if we do what we have been taught like bring it into communicative activities, I think that is more important than just doing grammar in isolation just to learn the rules. By being able to communicate builds up their abilities as a whole." (P1/15 interview)

Both P2/15 and P1/15 developed knowledge about how language works through articulating what they felt was important for learning. Both expressed the need for grammar to be taught within a communicative language teaching contest so that the learners could use language and not just study rules. They both demonstrated an emergence of grammar teaching beliefs.

The importance of breaking down language

P8/16 demonstrated her individual knowledge about how language works from her lesson with beginner learners. During the interview, she mentioned the importance of breaking down language to ensure understanding. She said:

> *"We had to look at everything individually. For example, words that you may just take for granted like marker pen. The learners may know what pen is but, do they know what marker pen is? So, it's about looking at things closely and working out what the word actually is. You have to break down every element of your lesson that you may get asked."* (P8/16 interview) (+RonL+ALF)

From teaching a lesson to beginner learners, she understood how each word used in a lesson was important and how a question, which related to anything mentioned could be asked. In terms of planning a beginner lesson, P9/16 also mentioned how she looked very closely at the language whilst planning and attributed her knowledge and ability to her year one studies. She said:

> *"I looked at the individual parts of the sentence, the individual words. I could see what learners would struggle with because I had the base knowledge from year one. For example the pronouns and the verb endings."* (P9/16 interview) (+RonL+ALF)

Feeling pleased about teaching accomplishments

In terms of developing knowledge of the workings of language, P3/15 spoke about how she felt about her grammar development. She said:

> *"Last week I taught a lesson on the future perfect. To be able to go from thinking there were three tenses and then teaching that, I felt quite proud. My understanding has improved! I think having year one has made things a lot easier. I wouldn't be able to plan the future perfect lesson without my year one knowledge."* (P3/15 interview) (+RonL+ALF)

P3/15 was able to identify the connection between her KAG programme studies and her current position. She talked about her growth in individual knowledge about how language works through being able to teach the future perfect tense.

Overall, the purpose of grammatical metalanguage, the need for the ability to break language down and pleasure from feeling competent about teaching were mentioned in relation to developing individual knowledge about how language works.

6.3.3: Summary of main theme 1

Main theme 1 explored how developing individual knowledge was demonstrated by P-S NESTs during the practicum. Both quantitative and qualitative analysis were undertaken. Four sub-themes from Andrews' (1994) criteria were put into the category. The categories indicated development about: 1.1* grammatical terminology, 1.2* concepts associated with terms, 1.3* the meaning of language in communication and 1.4* how language works. The sub-themes represented declarative knowledge, which had been studied in the KAG programme. Examples taken from lesson plans, reflective summaries and the interview indicated development.

Sub-theme 1.1*, developing individual knowledge about grammatical terminology, was the strongest theme (M= 14.40, SD=2.01). The min (=12.00) and max (=17.00) numbers of occurrences showed how it was an area developed by all P-S NESTs. References were articulated through comments about metalinguistic knowledge, metalanguage and the problems associated with developing individual knowledge about grammatical terminology. From the examples, an understanding that the KAG programme provided all the knowledge for teaching was made clear. One P-S NEST expressed concern about others embarking on TESOL, who do not have a pre-KAG programme. She felt that gaining a KAG without it would be impossible. The comments indicated that all the P-S NESTs considered the KAG programme was essential and was the place where all their KAG was learned.

Sub-theme 1.2*, developing individual knowledge about concepts associated with terms, was the second strongest theme (M=10.8, SD=1.03). The min (=10.00) and max (=13.00) numbers of occurrences showed that all P-S NESTs had achieved similar levels of development. Lesson reflections provided examples to show how the meaning of grammar was articulated. In addition, 45% of the data could be double coded with the sub-theme RonL+ALF. Sub-theme 1.2* was significantly stronger than both sub-themes 1.3* and 1.4*.

Sub-theme 1.3*, developing individual knowledge about meaning in language and communication, had a much lower number of mentioned occurrences (M= 3.90, SD=5.60) and a higher range of difference between the P-S NESTs, where min (=0.00) and max (=18.00). The KAG programme did not focus on teaching about the area so the results indicated that some P-S NESTs had an opportunity demonstrate 1.3* from innate knowledge whilst teaching. During the KAG programme, the meaning (or use) was addressed in relation to grammatical forms, when it was considered appropriate. However, meaning in association with grammatical terms was not taught. The KAG programme did not explicitly teach the P-S

NESTs how to describe meanings of utterances. However, maybe it should be included because findings highlighted further that P-S NESTs need explicit instruction to be challenged to think about subject knowledge (Johnson and Golombek 2016).

Sub-theme 1.4*,'developing individual knowledge about how language works', received the lowest number of mentions (M=1.30, SD = 1.76). The min (=0.00) and max (=5.00) range showed that some P-S NESTs did not reference knowledge about how language works. In examples that were found, the purpose of grammatical metalanguage, the need for the ability to break language down and pleasure from feeling competent about teaching were mentioned.

Overall, all P-S NESTs demonstrated areas of awareness for sub-themes 1.1* and 1.2* and some P-S NESTs demonstrated awareness for sub-themes 1.3* and 1.4*.

6.3.4: Main theme 2 'developing in-class knowledge' – Quantitative findings

Descriptive Statistics

Main theme 2	Sub-themes	M	Min	Max	SD
Developing in-class knowledge about	2.1* analysing grammar from learners' perspective	7.30	2.00	17.00	4.98
	2.2* dealing confidently with spontaneous grammar questions	4.70	3.00	7.30	1.41
	2.3* 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not	2.40	0.00	6.00	1.77
	2.4* explaining grammar to students without complex meta language	2.50	0.00	8.00	3.06

Table 6.4: Descriptive statistics for main theme 2: developing in-class knowledge

Developing in-class knowledge refers to the references the P-S NESTs made applicable to teaching and interacting with the L2 learners during lessons.

2.1* was the strongest sub-theme (M=7.30, SD= 4.98). However, there was a large difference between the min (=2.00) and max (=17.00) occurrences per P-S NEST, which indicated that some P-S NESTs mentioned 2.1* more than others did.

2.2* was the second strongest among them (M=4.70, SD=1.41). The min (=3.00) and max (=7.30) number of occurrences demonstrated that all P-S NESTs mentioned it.

2.3* had a low number of reported occurrences (M=2.40, SD=1.77). The min (=0.00) and max (=6.00) number of occurrences demonstrated that some P-S NESTs made numerous comments and others none.

2.4* had the lowest number of occurrences (M=2.50, SD=3.06). The min (=0.00) and max (=8.00) demonstrated that not all P-S NESTs commented on it.

The significance of the results, compared with each other, is presented in the following section.

1.1* was the strongest sub-theme (M= 14.40, SD=2.01). The min (=12.00) and max (=17.00) numbers of occurrences showed how grammatical terminology was an area developed by all P-S NESTs.

Inferential Statistics

Wilcoxon signed rank tests were undertaken to identify whether the Mdn occurrences of each sub-theme differed significantly. Findings indicated both significant (p<.050) and non-significant (p>.050) differences. In addition, the effect size indicated medium (r>.30) and strong (r>.50) differences. The findings are presented in the following table and a short report follows.

Main theme 2	**Sub-themes**						
		Mdn		**Mdn**	**z**	**p**	**r**
Developing in-class knowledge about	2.1*	5.5	2.2*	4.0	-1.68,	.091	.53
			2.3*	4.0	-2.68,	.007	.85
			2.4*	2.5	-2.81,	.005	.89
	2.2*	4.0	2.3*	4.0	-2.71,	.007	.86
			2.4*	4.0	-2.41,	.016	.76
	2.3*	4.0	2.4*	2.5	-.121	.904	.40

Table 6.5: Inferential statistics main theme 2: developing in-class knowledge

Key: *2.1* about analysing grammar from learners' perspective, 2.2* about dealing confidently with spontaneous grammar questions, 2.3*about 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not, 2.4* about explaining grammar to students without complex metalanguage*

Comparative report of sub-themes

2.1* and 2.2*: The strong non-significant finding indicated that development of analysing grammar from learners' perspective and references about dealing confidently with spontaneous grammar questions, were equal from undertaking the KAG programme.

2.1* and 2.3*: The strong, significant finding indicated that the KAG programme had more impact on analysing grammar from learners' perspective, than on 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not.

2.1* and 2.4*: The strong, significant finding indicated that the KAG programme had more impact on analysing grammar from learners' perspective than on explaining grammar to students without complex metalanguage.

2.2*and 2.3*: The strong, significant finding indicated that the KAG programme had more impact on dealing confidently with spontaneous grammar questions, than on 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not.

2.2* and 2.4*: The strong, significant finding indicated the KAG programme had more impact on dealing confidently with spontaneous grammar questions, than on explaining grammar to students without complex metalanguage.

2.3* and 2.4*: The medium effect, non-significant finding indicated the development of 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not and explaining grammar to students without complex metalanguage were comparable.

6.3.5: Main theme 2 'developing in-class knowledge' – Qualitative findings

Sub-theme 2.1* Developing in-class knowledge about analysing grammar from learners' perspective

There is no one unifying method to apply when teaching L2 learners grammar as perspectives on what is required differ in terms of individual personality, motivation aptitude and general abilities (Dörnyei 2014). In an ideal world *'rules and regulations could be developed to cover all situations and there would be no unknowns'* (Breslin 1994 p.224, cited in: Dörnyei 2014). However, this is not the case. In terms of the development to analyse grammar from learners' perspective, the following examples demonstrate the P-S NESTs development of awareness about it. Noticeably, the KAG programme only helped when delivering the grammar. Some awareness about grammar developed whilst studying procedural aspects of P-S TESOL and others from innate understanding. Examples to demonstrate these follow.

P5/15 taught a lesson on direct and indirect questions to intermediate level learners in relation with her lesson theme about clothes and fashion. She used course book materials. The learners had to undertake three tasks, which were: 1. to correctly organise eight jumbled sentences to form indirect questions from a listening exercise. 2. To change indirect sentences to direct sentences and 3. To work out rules for forming direct and indirect questions. A section of the task follows.

TASK 1:
Instructions: Rewrite the second part of the questions below with the exact word order the journalist uses in the recording.

1. I'd like to know /what clothes about say your you

ANSWER: I'd like to know what your clothes say about you.

TASK 2:
The journalist from CHAPs magazine used indirect questions with the men who she stopped in the street. Use the sentence starts and change the indirect questions to direct questions.

1. What do …?

ANSWER: What do your clothes say about you?

TASK 3:
Compare the style of questions and answer the following questions:

1. What is the difference in word order between direct and indirect questions?

ANSWER:
Direct: question word + verb + subject
Indirect: Question word + subject + verb

2. Can you use auxiliaries do / does / did in indirect questions?

ANSWER: no

Figure 6.2: Sections from P5/15's lesson about direct and indirect speech

P5/15 did well in her lesson and provided the following reflection which justified her attempt to empower the learners.

> *"In task 3 the learners were asked to find the answers to the rules of direct and indirect questions themselves by looking back on what they had learned in the lesson. In doing this, I wanted to stretch their thinking and allow them to use their own knowledge and deductive skills to learn the rules themselves. I believed this task was in their ZPD and the students could work towards finding the rules out themselves with only the assistance that was provided during the lesson. However, this lesson showed me that the learners could not work out the word order from the tasks they had undertaken. I had to be able to react quickly to the learners' confusion and use the knowledge I had about direct and indirect questions to show them how they could find the word order in the materials. However, I also had to remember not to just give the learners the answers and I need to elicit them. Through eliciting things such as 'what word is this?' and 'what are the differences between the two orders?' I successfully guided the leaners into answering the questions."* (P5/15 reflective summary) (+RonL+ALF)

P5/15 was able to demonstrate her development of awareness of grammar from learners' perspective from drawing on her own knowledge to elicit. Her KAG awareness aided the process and therefore contributed to her development.

P3/15 taught a grammar lesson based around the theme of art to a mixed class of intermediate Chinese and Arabic learners. Her language focused on the subtle difference in meaning between the uses of looks, looks like and looks as if / as though. She introduced the lesson with matching exercises to find out what the learners knew about styles of art. The introduction to the lesson was taught through a coloured worksheet, where learners matched types of art with their style, for example, the Mona Lisa = renaissance and types of art, for example, oil painting and watercolour (the worksheets are presented in appendix 14).

In her reflection, she demonstrated awareness of learners' perspective. However, this awareness was not directly linked to the grammar input but instead to the learners' confidence to participate in work on grammar. She reflected:

> *"I think initially the two Middle Eastern women were less involved. They didn't seem to know many of the styles or types of art, whereas the Chinese students did. Once I went over the answers and allowed them to discuss with a partner, they looked more comfortable. When I was eliciting forms for the language focus, one of the Middle Eastern women was keen to give me responses and was not deterred when she was occasionally wrong."* (P3/15 reflective summary)

P3/15 understood that in order for the L2' learners to participate, they needed to feel comfortable in the lesson. Senior (2006) talks of P-S NESTs' anxiety that leads to inward-looking behaviours, where focus is on their own teaching performance rather than on the learners. However, P3/15 did notice the learners and their discomfort. She undertook measures to help the learners feel better and enabled them to feel confident. From her actions, she demonstrated an understanding of the learners' perspective.

P4/15 undertook a lesson on future simple-will used for predictions. The theme of the lesson was 'The future of science and invention'. The lesson was undertaken with intermediate level Chinese and Arabic learners. She started the lesson by using a 'what happens next?' you tube clip, which was appropriate. The learners had to predict the answer, from which she assessed the type of language the learners used.

An appropriate reading exercise followed, which was taken from an intermediate course book. It included clear examples of the target language. The students were asked to say what each scenario predicted, for example: C/ <u>we will find</u> new energy sources like wind and solar power that <u>won't pollute</u> and <u>will</u> never <u>run</u> out. P4/15 produced a language analysis to ensure the grammar point was clear to herself and in it explored possible problems that could arise. The reading material can be found in appendix 15 and a section of the language analysis was as follows.

Possible problems

- **Will or Going to?**

The structure 'going to' is normally used to indicate the future but with some type of connection to the present, i.e. when something is about to happen, when we have already decided or we intend to do something in the future or when there are definite signs that something is going to happen.

We use 'will' when we think or believe something about the future. We use it to make a prediction, a promise, an offer or a threat.

In most cases, they can be used interchangeably with no difference in meaning, however, it is good for learners to be aware of and understand the difference.

E.g. *'There is going to be flying cars in the future.'* ✗
'There will be flying cars in the future.' ✔

- To overcome this, I will ask concept questions and put emphasis on key words to highlight the difference in implication.

"Is there **evidence** *to suggest that there will be flying cars in the future?" (No)*
"Is it **definite***?"* (No)
"Is it something that **you think** *is going to happen?" (Yes)*

Language Analysis

Target/Expected language

The use of 'will' for predictions.

- We often use the future simple tense to make a prediction about the future.
- There is no firm plan, we are saying what we think will happen.
- 'Will' can be used for predictions, which are not based on evidence.

The form of the language

Subject + Auxiliary Verb 'Will' + Bare Infinitive Verb + ROS
Scientists + will + discover + a cure for all diseases.
E.g. *'Scientists will discover a cure for all diseases.'*

- **Negative**

For negative sentences, we insert not between the auxiliary verb and main verb.

Subject + Auxiliary Verb 'Will' + Not + Bare Infinitive Verb + ROS
Scientists + will + not + discover + a cure for all diseases
E.g. *'Scientists will not discover a cure for all diseases.'*

Figure 6.3: Section from P4/15's language analysis- future simple-will lesson for predictions

In terms of understanding grammar from learners' perspective, P4/15 reflected on how she felt she should have made aspects of the language construction more explicit.

> *"I felt comfortable eliciting student responses and had prepared, through my language analysis, for possible problems including the difference between 'will' and 'going to', as I thought this would be likely to come up. The question wasn't asked though. However, there was an error made by a learner during the final presentation stage that I had not planned for. The learner said 'In the future, I will be eating a lot of chocolate,' using the future continuous instead of future 'will'. This was due to the fact that I had forgotten*

to elicit the bare infinitive that follows 'will' during the grammar exposition. This really emphasized to me the importance language preparation and execution in my lessons. Although I felt I had thoroughly prepared for what I thought would be common problems; I had not considered all the issues that may arise. In the future, I will conduct a more thorough language analysis and prepare for all possible outcomes and not just the ones I deem 'most likely." (P4/15 reflective summary) (+RonL+ALF)

P4/15 demonstrated that an awareness of KAG outside of what was being taught was essential. She was able to identify the tense that the learner had used in error. She believed that by making the bare infinitive explicit would have prevented the error. It may have or may not have done but awareness about what learners' need was developing through thinking about the explicit use of grammar in lesson delivery.

During P4/15's final interview, she commented about learners' perspective through characteristics she had identified between nationalities. The following comment is associated with an Arabic learner, with whom she worked with a case study project. She said:

"The Chinese students that we teach like to get it right. They like to learn and improve. My case study student doesn't like grammar. He likes being corrected then he just switches off. I think they must learn grammar but they do not like grammar taught through board work that lasts more than 10 minutes." (P4/15 interview)

Her perception was interesting and is supported by Brosh (2017) whose research examined perceptions and preferences of Arabic learners studying grammar, whilst 'participants perceived grammar to be difficult and the experience was not always gratifying, they still believed that both novice and advanced students could benefit from it.' (Brosh 2017 p.25)

During P7/16's final interview, she spoke about her work as an activity leader for a UK based summer school. The paid employment was undertaken during the summer of her first year, which directly followed the KAG programme. She recalled:

"*In London, when we were in McDonald's, one of the Mexican boys pulled off a monopoly sticker from his drink, he said, 'oh, I have won'. Then he pulled off another sticker and he said, oh, 'I didn't won this time' then I said, 'no, it is win' and he said 'oh yes that's because it is the past'. And I thought, is it? So, he knew what he was talking about, so as soon as I said win, he understood what he was talking about. I thought Crikey, he knows what he's talking about and I couldn't have explained that."*(P7/16 interview)

Interviewer: "*How did it make you feel?"*

> *"I believe it made me really aware of tenses in particular … I worked and worked and worked at my grammar in the first year because the penny wouldn't drop and thought I was going to fail. Year one made me aware of how our language works but it didn't prepare me for the Mexican boy. That really woke me up. It made me realise that if I want to do TESOL, I have to understand this stuff because that's how the learners think"* (P7/16 interview) (+RonL+ALF)

P7/16 recalled an incident that happened two years before the interview took place. An awareness of language from learners' perspective occurred in an unlikely and relaxed environment. She used her innate knowledge to correct the boy without thinking about KAG, which she stated that she found difficult. From the incident, she was able to identify with clarity, a learners' perspective about explicit grammar and what they are exposed to during learning. For her, it seemed to be a lightbulb moment.

P9/16 reflected on a lesson where she realised that in order to elicit the key language point of her lesson, she needed to think more about the language she used to ask the questions. She wrote:

> *"Explaining the interrogative form proved to be a challenge. The aim of only demonstrating the 'what' question word was to highlight the question I asked them all in the beginning of the lesson. I decided that the question "what will you be doing at 10 o'clock?" would be an appropriate introduction to the tense. It would also demonstrate how the question would be used for future plans. On reflection, I should have included more question words to demonstrate how else the tense could be used such as how to ask someone "what time will you be playing football?"* (P9/16 reflective summary) (+RonL+ALF)

P9/16 demonstrated an awareness of including more diversity in her lessons for the learners to be able to respond in different ways.

Summary

Different scenarios were identifiable from the examples associated with a learner's perspective. These included the need to teach correct grammar to prevent learners mirroring errors, the need to provide more than one example for a new language point and the need to recognise learner discomfort and to help. An understanding of the differences between Chinese, Arabic and Mexican learners' levels and views about grammar was also gained from different encounters.

Sub-theme 2.2* Developing in-class knowledge about dealing confidently with spontaneous grammar questions

To explore the impact the KAG programme had on the ability to deal confidently with spontaneous grammar questions from L2 learners, two methods of exploration were undertaken. Firstly, to find how the P-S NESTs felt about it from the interview and secondly, to find how the P-S NESTs demonstrated ability or lack of ability about it in lesson reflections. Interestingly, the question, "Why do I feel nervous when students ask me about grammar?" was asked by a teacher with five years' experience, when undertaking exploratory research practice; she used it for her puzzle (Hanks 2017). The indication that not being able to answer a grammar question was still a problems after five years of teaching shows the enormity of the subject area, which needs to be grasped.

The following section gives each P-S NESTs' response from an interview question.

Interviewer: *"How do you feel when learners ask about grammar spontaneously?"*

> "*I always get a bit of panic initially. Again the usual oh dear, my mind has gone blank. If I can answer it, I feel great. But if I am just standing there I do not feel as if I am as good a teacher as I could be."* (P1/15 interview)

> "*It depends what they ask for...If it is something I don't know then it is the scariest thing in the world. Because I think if I cannot provide them with an answer, I am not a good teacher. Then my confidence gets knocked."* (P4/15 interview)

> "*Not great. The learners think you should be able to answer questions based around language because that is what you are teaching. Sometimes I have forgotten it and I have to tell them. I do not like that it is very embarrassing."* (P10/16 interview)

P1/15, P4/15 and P10/16 talked about feeling inadequate as a teacher if they were unable to answer questions and gave a contrasting feeling of elation when they could. To them, not being able to answer a question was unpleasant and unprofessional. They felt grammar knowledge was something that a teacher should know and be able to use to help learners, which could be a sign of growing responsibility. The next set of responses presents a slightly different perspective about the P-S NESTs' feelings because they talked about the level of preparation they undertook to try to ensure they were able to answer questions.

> **"***Not knowing the answer and having students expect you to know the answer is a problem for me. It might not be to do with the grammar that you are teaching so you*

may not have looked at it the day before. So you have to try and remember what you may be looked at six months ago and try and give the correct answer." (P2/15 interview)

"*Questions that I haven't thought of frighten me. I try and think of all questions but there is always something that you haven't thought of."* (P3/15 interview)

"I feel much better when I can answer someone's question. At the beginning of the lesson, I always ask myself if I am really prepared for this. "(P5/15 interview)

P2/15, P3/15 and P5/15 spoke about the level of preparation and volume of grammar knowledge required to undertake the preparatory task. They also referenced feeling uncomfortable and worried about this aspect of their teaching. However, other P-S NESTs maintained their efficacy through their attitude or belief in themselves.

"The first time I attempted spontaneous language, I got it completely and utterly wrong. And I panicked (laughs)' (P7/16 interview)

"I like to think that I am able to answer, of course probably not at an upper int level." (P9/16 interview)

P7/16 talked about the first time she tried to correct spontaneously but remained positive through laughing about it. P9/16 felt her grammar knowledge had developed sufficiently for her to deal with questions at an intermediate level. Both demonstrated strong self-efficacy. Additional associated examples showed the development of language teaching beliefs.

"*You must have a strong understanding of grammar to be able to deal with emergent language, spontaneous language. How you adapt to different methodologies is also a reflection on you as a person. I know I am much more comfortable doing a PPP than a communicative lesson. But that is down to who I am and being able to have control."* (P6/16 interview)

"I don't feel I have given them the opportunity to display emergent language. I stick to PPP. But if I did TBLT, CLT or a Dogme lesson, they would have more opportunity to ask." (P8/16 interview)

P6/16 and P8/16 showed a development of teaching beliefs, which were based on their levels of

confidence about KAG. At the end of P-S TESOL education, they wanted to remain in control of the language that was being taught and stated that using PPP methodology enabled them to do that.

The following examples related to recollections of spontaneous grammar correction the P-S NESTs spoke about during the interview or accounts taken from reflective summaries. The showed both ability and lack of ability to undertake the task.

In P4/15's reflective summary, she wrote:

> "*During the introduction to the lesson I had to give an explanation of what a lamppost was… I knew what the word meant and I had compound noun in my head, which gave me a starting point to form a good explanation."* (P4/15 reflective summary)

She reflected about how the combination of innate knowledge and explicit KAG helped her explain to the learners.

During the interview, P6/15 spoke of her delight and about feeling as if she knew what she was taking about, when answering a learner's question. She was able to form her answer from understanding KAG. She said:

> *"Somebody asked me - what is violent and - what is violence. I could do that, it took me a second to stop and think but I could do it. I immediately thought one is adjective, one is the noun. Then I tried to show them how to use it in a sentence. For example, the violence (noun) in some video games is bad. Some video games have violent (adjective) people (noun). So I was trying to create sentences to show the learners. When I hear myself talking about it now, actually think yes I know what I am talking about – it's nice."*(P6/15 interview)

The response demonstrated P6/15's growth and her developing ability and confidence with KAG, which was from being able to apply KAG accurately. However, P7/16 recalled a different experience.

> *"I was not prepared when a learner asked why they had to say 'liked to play' and not just 'liked play'. I was not prepared for that from beginner learners."* (P7/16 reflective summary)

P7/16's lesson reflection was from teaching the past simple to beginner leaners. She reflected on her surprise about a L2 beginner's question. She was unable to answer the question, maybe for two reasons.

First, she had not planned for it and secondly it was not covered in the KAG programme, so she would have had to undertake individual research to find out.

P5/15 undertook a lesson with intermediate learners, where she focused on the structure of verb + infinitive and verb + present participle. In her lesson plan, she wrote:

The meaningful language provided in this lesson is verb patterns:

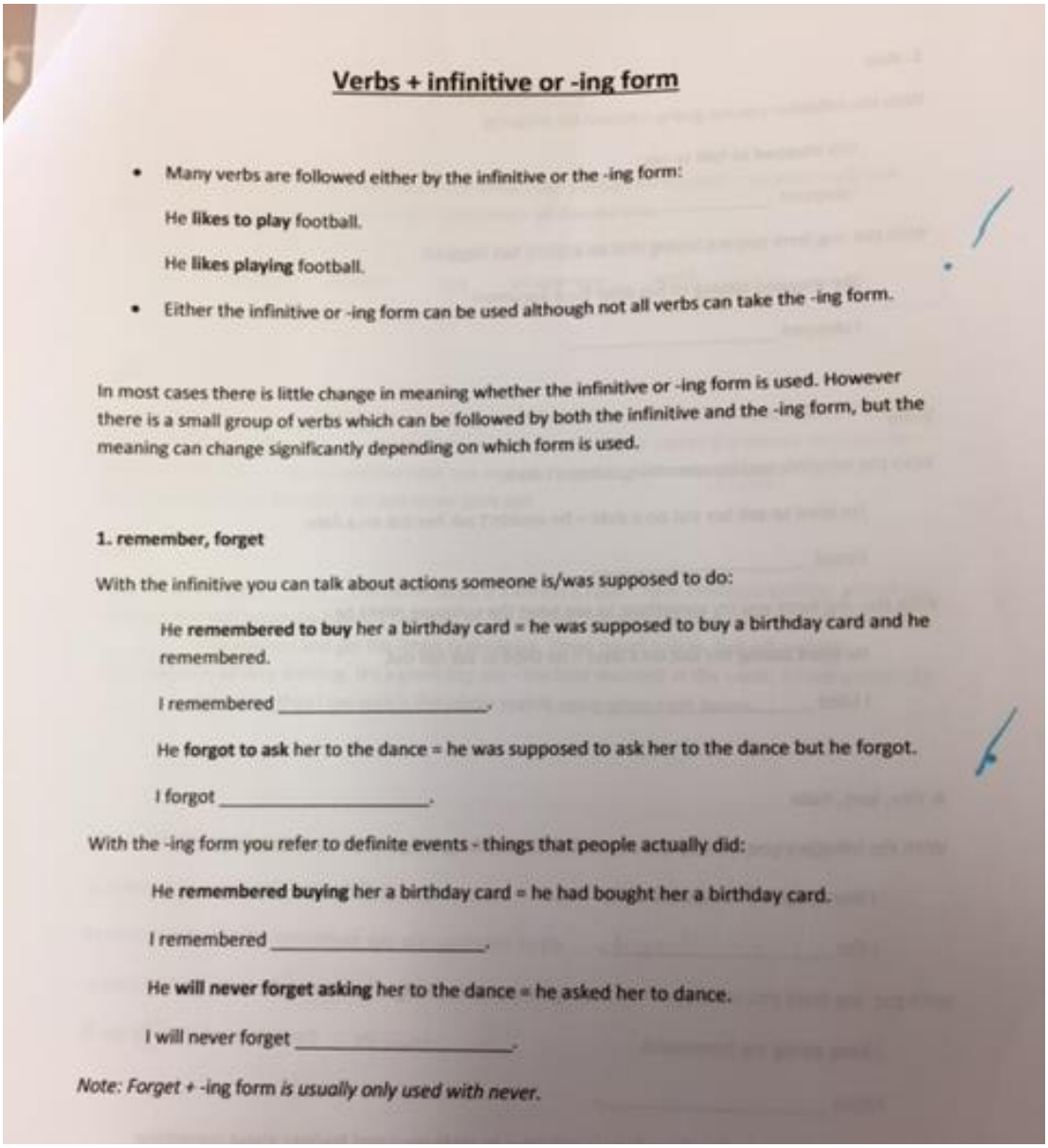
Pattern A He (VERB) to go. (subject + verb + *to*-infinitive)

Pattern B He (VERB) her to go. (subject + verb + object + *to*-infinitive)

- These are important to learn as it helps learners to understand the structures of sentences by noticing the verb pattern.
- In most cases, there is little change in meaning whether the infinitive or –ing form is used. However, there are some exceptions, which we will come across later.

Figure 6.4: Section from P5/15's lesson plan-structure of verb + infinitive or + present participle

A section of the worksheet that she produced for the learners follows, where the change of meaning is made clear.



Verbs + infinitive or -ing form

- Many verbs are followed either by the infinitive or the -ing form:

  He **likes to play** football.

  He **likes playing** football.

- Either the infinitive or -ing form can be used although not all verbs can take the -ing form.

In most cases there is little change in meaning whether the infinitive or -ing form is used. However there is a small group of verbs which can be followed by both the infinitive and the -ing form, but the meaning can change significantly depending on which form is used.

1. remember, forget

With the infinitive you can talk about actions someone is/was supposed to do:

He **remembered to buy** her a birthday card = he was supposed to buy a birthday card and he remembered.

I remembered _____.

He **forgot to ask** her to the dance = he was supposed to ask her to the dance but he forgot.

I forgot _____.

With the -ing form you refer to definite events - things that people actually did:

He **remembered buying** her a birthday card = he had bought her a birthday card.

I remembered _____.

He **will never forget asking** her to the dance = he asked her to dance.

I will never forget _____.

Note: Forget + -ing form is usually only used with never.

Figure 6.5: Section of P5/15's lesson plan- structure of verb + infinitive and verb + present participle

Her reflection addressed how she dealt with spontaneous grammar questions. She wrote:

> *"There were many instances where I had to think on my feet this lesson. I found myself struggling as the students questions were very difficult and showed me that you can't always expect to answer questions that you are completely sure and comfortable about answering. For instance, I was caught out by the learners half way through the lesson that my two beginning sentences:*
>
> *He likes to play football*
>
> *He likes playing football*

Should, according to my handout, have different meanings. I had previously told the learners that their meanings were similar. I had to think on my feet and explain to the students that although the differences on the sheet said that the infinitive meant you can imply that you think something is a good (or bad) idea to do and the -ing form meant that you state your real feelings about something, when it comes to something someone likes to do, they will often also think that it is a good idea to do it and therefore, in that case, there is little change in meaning." (P5/15 reflective summary) (+RonL+ALF)

P5/15 was initially confident with her lesson due to her ability to present the structure appropriately. However, she was let down by the complex array of meanings, which were associated with the structure. The construction was not covered in the KAG programme.

Summary

Overall, some P-S NESTS believed that the inability to produce a correct answer demonstrated bad teaching. To avoid the occurrence, some did a great deal of preparation. Some tried to prevent learners asking questions by using a PPP methodology, where grammar could be planned as it was the focus of the lesson. However, two P-S NESTs demonstrated a strong level of efficacy. They believed in their ability to react spontaneously or considered it as something not to worry about. In addition the P-S NESTs demonstrated satisfaction when they were able to answer questions.

Sub-theme 2.3* Developing in-class knowledge about 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not

In terms of developing in-class knowledge about, ''correctness' and an ability to justify an opinion about what is acceptable usage and what is not', the P-S NESTs demonstrated limited ability. However, they showed development in terms of realising the need to justify correctness and realising how parts of the lesson could have been done differently, which demonstrated development. Examples to demonstrate the development follow.

During the interview, P8/16 said:

"I think it helps if you can say this is the right way and this is the reason why. It builds the confidence in their abilities … it helps with fluency and into being able to sound accurate and being able to express yourself properly." (P8/16 interview)

P8/16 did not elaborate with an example but from her comment she considered being correct and being able to justify a reason about why it was the case, as an important part of her job.

In the interview when commenting on learner interaction P10/16 said:

> "*Sometimes we had to use our own judgement on what the error was and how you would correct it. If they made an error with tenses, you had to look at what they got wrong and try to work out what the error was."* (P10/16 interview)

Interviewer: "*How do you feel you dealt with those situations?"*

> "*I need more practice at coming up with a quick answer."* (P10/16 interview)

P10/16 understood the need to correct the learners and give a reason why but did not feel comfortable with her ability to be able to do it at the end of P-S TESOL.

P1/15 gave an example in a reflection where she realised that the correct conditions needed to be created by her to elicit appropriate answer from learners. During a lesson, she wanted to use the bare infinitive for giving recipe instructions, for example, chop the onion, and mix the onions and garlic and so on. In her reflection, she wrote:

> *"I need to be careful of how I word my questions to the learners, based on the answer I want them to give. When eliciting for the picture match up I asked the students "What is he doing to the water?" which gave the answer "boiling it" when I needed the bare infinitive 'boil."* (P1/15 reflective summary) (+RonL+ALF)

Her development about correctness was created through an error in delivery. She was very happy to write about it after the lesson because she considered it to be a fundamental flaw within it.

P2/15 spoke in the interview about teaching functional language where she faced challenges.

> *"I think that is difficult to know how to group the learner's responses altogether and find patterns in the language. Because sometimes there are no patterns and responses have to be decided about as sometimes there is no right or wrong answer. You just*

have to learn how to create a good atmosphere in the classroom. So, I find grammar easier because there is a definite answer to it." (P2/15 interview)

P2/15 expressed that she preferred to deal with grammar responses from learners because answers could be given with clarity. She found explaining acceptable usage with functional language more challenging because a larger number of grammatical forms are involved and there are fewer boundaries to correctness.

In lesson reflections, the P-S NESTs gave very specific examples where they floundered in their ability to give a correct opinion about acceptable usage. However, they also demonstrated an awareness through their justifications about how they would deal with the situation differently, if similar occurrences happened again. P1/15 wrote:

"I struggled with one of the suggestions my student made as a sentence starter for giving opinions. They said 'I can't agree because…' and I said that 'don't agree' would be more appropriate but I found it difficult to explain why and I should have said that 'can't agree' is stronger than 'don't agree." (P1/15 reflective summary)

P1/15 realised, a little too late, why her perfect innate reaction was more appropriate for the learners to use. Senior (2006, cited in: Allwright and Hanks 2009 p.59) comments on learner anxiety, where trainees look inward and focus on themselves and their own performance. The fact that P1/15 reflected on the incident demonstrated that she was annoyed by her lack of elaboration. However, she ignored the fact that the learners had received correct language. In a different reflective summary P1/15 wrote again about her inability to justify an opinion about correct usage, she wrote:

"… one example sentence a learner gave included the words 'gets a car crash.' Although I knew what the learner had said was incorrect, my mind went blank and I couldn't think what the correct way to say it was and I subsequently ignored it." (P1/15 reflective summary)

P1/15 openly stated that she ignored the error, which is a common coping strategy for newly qualified teachers (Shepherd, O'Meara + Synder2016). Senior (2006) provides an elaboration and says reasons to ignore can emerge from feelings for the need to rush, to ensure lesson objectives are fulfilled or because the flow of a lesson is more important than pausing to give an explanation. She tells us that ignoring often comes from not having enough knowledge or experience at their fingertips to deal with the situation,

which would be an appropriate explanation for P1/15. She continued her reflection by writing about how she would deal with things differently should the situation happen again.

> *"Next time I would ask the learner to repeat what they had said so I could hear it clearly and I would repeat the correct version back to them and give an explanation. As it was, I couldn't think in time before the learner was giving me their next example and I didn't correct them."* (P1/15 reflective summary)

From her reflections, P1/15 is demonstrating the development of awareness through her teaching experience. Whilst she is currently unable to justify correctness, she is thinking about ways to manage the situation differently in the future.

P5/15 reflected about a usage challenge by talking about course book guidance, when teaching about verbs followed by the infinitive or –ing. She wrote:

> "*In the 5th task there was a problem with (h) as the answer could be both infinitive and -ing form."* (P5/15 reflective summary)

The example she referred to was as follows.

h) I try … (learn) at least ten new English words every day, but I seem to forget most of them.

Figure 6.6: A section of P5/15's worksheet

She continued:

> *"Although the course book says that the answer should be infinitive, upon further scrutiny, whilst looking at the change in meaning between try and infinitive and try and -ing form, the answer could have been either. Through my students questioning me on the answer, it made me realise that you have to look at and check the answers the course book is giving."* (P5/15 reflective summary)

P5/15 therefore showed development by giving an opinion of correct usage as there is very little difference in meaning between, '*I try to learn at least ten …'* and, *'I try learning at least ten …'*. She also demonstrated awareness through realising how course books needed to be adapted on occasions.

Summary

Overall, comments veered towards grammar errors as easier to justify than meaning errors because of the rules of usage. P-S NESTs were able to identify incorrect meaning usage but the occurrences were ignored because they were not equipped to explicitly give a reason for the error. However, the experiences enabled development through reflection. In addition, the P-S NESTs seemed to become more aware of their responsibilities as a teacher.

Sub-theme 2.4* Developing in-class knowledge about explaining grammar to students without complex metalanguage

In order to explore developing in-class knowledge about explaining grammar to students without complex metalanguage, examples are presented from different sources. Feelings associated with it were asked about in the interview and examples from lessons, where the P-S NESTs used alternative forms of explaining rather than using metalanguage, are presented.

During the interview, the following question was asked:

Interviewer: *"How do you feel about the learners knowing metalanguage?"*

In response, P2/15 said:

> "*I do not think it is that important. I think it makes your job easier if you are teaching them. Because then you can use the terms and you do not have to think of ways around the terms to teach it. But it is not that important as long as they know the structure they are not going to meet the terminology in everyday language. Maybe sometimes they may need to know it that it is not essential."* (P2/15 interview)

P2/15 felt that using metalanguage was easier to teach various aspects of language. However, she considered the meaning of language to be more important for the learners to understand.

P6/16 articulated her feelings clearly about metalanguage; in terms of both her personal development and the learners. She said:

> *"At the very core of TESOL studies is language awareness. It is taught to us in year one, extracted in year two, and used in year three. Without it, we have no ammunition. This is not to say this knowledge is required to teach others but it is essential in understanding <u>how</u> to teach others."* (P6/16 interview) (+RonL+ALF)

P6/16's comment was interesting. She was able to see the reasons why KAG is essential for teacher to understand but did not feel it needed to be passed on to the learners. She demonstrated her viewpoint in a lesson plan with mixed nationality, beginner learners. Her lesson aimed, 'to introduce the concept of making predictions for future results using; will, might and won't.' She wrote the aims of the lesson, the lesson plan and the language analysis in great detail (plans contained in appendix 16) but the work was undertaken to ensure her knowledge was suitable to teach the subject area. The preparatory work was not visible in the lesson. It was communicative and fun, where she used different experiments to ask the beginner learners to predict future outcomes. P6/16 demonstrated through her preparatory work the level of details required for a communicative lesson to be created and work well.

P10/16 commented on the lack of need to teach metalanguage and to focus more on the meaning of the language. She said:

> *"I think it is important but not that so. It is good to teach them individual components of the grammatical structure but sometimes, you can just teach them the structure as a whole. They do not necessarily need to know the individual parts on how to make it. So for example, for giving advice, you do not really need to break that down, or for taking some money from a bank - you could just teach them that sentence as a whole. As long as they know what it means, they should be able to communicate with it."* (P10/16 interview)

Whilst reflecting on her lesson, where she taught conditional clauses, P1/15 questioned the suitability of mentioning the metalanguage. She wrote:

> *"I told the students that the sentences were called 'zero, first and second conditional' sentences. I don't necessarily have to tell them what they are called as explaining what the function is, is more important than the terminology."* (P1/15 reflective summary)

Therefore P1/15 took time to consider the usefulness or not of leaners needing to know the metalanguage.

P3/15 believed the need for metalanguage in lesson depended on the individual needs of the learners at the time of teaching. She said:

> *"It depends on the learners; some have an educational background knowing the grammar terminology others do not, so some understand it and some don't. I guess we have to do both."* (P3/15 interview)

P3/15 believed that the teacher needed to understand metalanguage and be able to converse about it with learners, when it was required.

In other examples, the P-S NESTs demonstrated or spoke about how explanations without using metalanguage were given. The methods included peer correction, body language and the use of a timeline with body language.

P4/15 wrote how she used peer correction to prevent her intermediate learners from becoming bored by a grammar explanation. She wrote:

> *"… boredom is often associated with grammar expositions … learner x made a grammatical error. I tackled this by eliciting peer correction, which was successful as they managed to identify and correct the error independently. This was a good method as the other learners demonstrated a good level of understanding and it shifted the focus away from the learner, who made the error, relieving him of any pressure or embarrassment and keeping a positive atmosphere in the classroom."* (P4/15 reflective summary)

P4/15 talked about a pleasant way of correcting, which ensured the learners were involved in the process. On the occasion spoken about, a grammar explanation would have been inappropriate, as the other learners understood the point.

P9/16 used body language to aid explanation, rather than metalanguage. In her lesson plan, she wrote how she intended to give an explanation about contraction to beginner learners. She wrote:

> "*To elicit the short answer I will use body language - Contraction: I'll use my fingers to show she has can be changed to she's."* (P4/16 lesson plan)

She avoided using language or metalanguage to explain by presenting a basic visual representation of the message that she wanted the learners to have. The technique was also used by P7/16, who reflected and wrote:

> *"I felt my attempt of getting across the concept of time when using 'going to' for plans and 'will' for spontaneous decisions was quite good and clear. I used a timeline on the board as well as expressing the time with my hands."* (P7/16 reflective summary)

Summary

The examples showed that the P-S NESTs demonstrated an area of awareness, which was developing albeit in different manners. They were questioning a variety of different areas associated with metalanguage: its purpose in relation to meaning, its need to direct teaching but not learning, the requirement to teach according to learners' needs and also ways to avoid it through peer correction and using body language.

6.3.6: Summary of main theme 2

Main theme 2 explored how, developing in-class knowledge, was demonstrated by P-S NESTs during the practicum. Both quantitative and qualitative analysis were undertaken. Four sub-themes from Andrews' (1994) criteria were put into the category, which were: 2.1* analysing grammar from learners' perspective, 2.2* dealing confidently with spontaneous grammar questions, 2.3* 'correctness' and ability to justify an opinion about what is acceptable usage and what is not and 2.4* explaining grammar to students without complex metalanguage. The sub-themes represented grammar areas that could not be planned; KAG needed to be drawn upon to react to circumstance.

Sub-theme 2.1*, analysing grammar from learners' perspective, was the strongest (M=7.30, SD= 4.98). However, there was a large difference between the min (=2.00) and max (=17.00) of occurrences per P-S NEST. References to support the sub-themes came from realisations during teaching, which included a number of areas, which were: (1) the need for grammar to be taught correctly, to prevent the learners mirroring and producing incorrect language, (2) the need for more than one example to be given when presenting new language and (3) the differences between Chinese, Arabic and Mexican learners' levels and views about grammar. In addition, one P-S NEST ensured her teaching went smoothly from noticing that learners were feeling uncomfortable with their KAG level, so she took action to help the situation. 2.1*and 2.2* appeared in a comparable number of references, but was significantly stronger than 2.3* and 2.4*.

Noticeably, there was no significant difference between the references made to sub-themes 2.1* and 2.2*, dealing confidently with spontaneous grammar questions, despite 2.2* having lower scorings. Sub-theme 2.2* was the second strongest sub-theme (M=4.70, SD=1.41). The min (=3.00) and max (=7.30) number of occurrences demonstrated that all P-S NESTs mentioned it. Some P-S NESTs believed being unable to produce a correct answer demonstrated bad teaching and some did a great deal of preparation to try to prevent the situation happening. On the other hand, some P-S NESTs tried to prevent learners asking questions by using a PPP methodology, where grammar could be planned as it was the focus of the lesson. However, two P-S NESTs demonstrated a strong level of efficacy. They believed in their ability to

react spontaneously or considered it as something not to worry about. Comments demonstrated that the P-S NESTs felt satisfied when they were able to answer questions. Sub-theme 2.2* was significantly stronger than 2.3*.

For sub-theme 2.3*, 'correctness' and an ability to justify an opinion about what is acceptable usage and what is not, there was a low number of reported occurrences (M=2.40, SD=1.77). The min (=0.00) and max (=6.00) occurrences showed that not all the P-S NESTs commented on it, while others made numerous comments. The area was a challenge for those who encountered it. Comments were made about how grammar errors were easier to justify than meaning errors because of the rules of usage. Whilst incorrect meaning usage was identified, the P-S NESTs said that the speed of their reactions were not quick enough to give an effective response. As a result, errors were ignored. However, the P-S NESTs commented on their ineffective reactions in reflections, which enabled development because the P-S NESTs became more aware of their responsibilities as a teacher. In terms of referencing strength, sub-theme 2.3* was comparable with sub-theme 2.4*

Sub-theme 2.4*, explaining grammar to students without complex metalanguage, had the lowest number of occurrences (M=2.50, SD=3.06). The min (=0.00) and max (=8.00) demonstrated that not all P-S NESTs made associated comments. From the references available, the need for teaching through metalanguage was not considered important. However, the need for the teacher to understand it to teach was considered to be crucial. The comments were interesting because they indicated that the KAG programme has not made the P-S NESTs feel that teaching using metalanguage was important, despite their KAG programme studies. Examples of body language and the use of timelines were used to avoid using metalanguage in basic explanations.

6.3.7: Main theme 3 'developing planning knowledge'- Quantitative findings

Descriptive Statistics

Main theme 3	Sub-themes	M	Min	Max	SD
Developing planning knowledge through	3.1* selecting, grading and breaking down grammar points for teaching purposes	3.70	1.00	7.00	2.11
	3.2 *anticipating learners' grammatical difficulties	3.00	0.00	3.00	2.16

Table 6.6: Descriptive statistics for main theme 3: developing planning knowledge

Developing planning knowledge refers to the references the P-S NESTs made applicable to using grammar to prepare for lessons.

3.1* was an area mentioned by all P-S NESTs (M=3.70, SD=2.11). However, there was a difference in the levels of occurrence min (=1.00) and max (=7.00). Therefore, whilst all P-S NESTs referenced it, some made more references to it than others.

3.2* was an area mentioned by all P-S NESTs (M=3.70, SD=2.16). However, there was a difference in the levels of occurrence min (=0.00) and max (=3.00). Therefore, some P-S NESTs paid attention to thinking about learner difficulties whilst reflecting on lessons and in the interview, whilst some did not.

The significance of the results compared with each other is presented in the following section.

Inferential Statistics

Wilcoxon signed rank tests were undertaken to identify whether the Mdn occurrences of each sub-theme differed significantly. Findings indicated a non-significant (p>.050) difference with a strong (r=>.50) effect size. The findings are presented in the following table and are followed by a short report.

Main theme 3	Sub-themes					
Developing planning knowledge through		Mdn		Mdn	z	p	r
	3.1*	15.00	3.2*	10.50	-.493,	.620	.61

Table 6.7: Inferential statistics for main theme 3: developing planning knowledge

Key: *3.1* selecting, grading and breaking down grammar points for teaching purposes, 3.2* anticipating learners' grammatical difficulties*

Comparative report of sub-themes

3.1* and 3.2*: The non-significant and strong finding indicated that development of selecting, grading and breaking down grammar points for teaching and anticipating learners' grammatical difficulties were comparable from the KAG programme.

6.3.8: Main theme 3 'developing planning knowledge' – Qualitative findings

Sub-theme 3.1*Developing pre-class knowledge about selecting, grading and breaking down grammar points for teaching purposes

The breaking down of language for teaching was visible in lesson plans from all the P-S NESTs, which contradicts NVivo analysis undertaken with reflective summaries and the interview. From NVivo, development of planning knowledge did not emerge as a strong sub-theme because the lessons plans were paper based rather than electronic and were not included in the analysis. However, the following examples demonstrated that the area was undertaken. The first example is taken from P4/16 who taught a lesson on describing people to pre-intermediate learners. In her plan, she wrote:

Describing people

Language

Present simple tense affirmative / interrogative:

E.g. She has got blue eyes. He has got brown hair

Lesson justification

I decided to use this variation of the present simple tense because I think it's the most natural in speech in reference to possession. However, this may cause a problem for the learners with higher understanding because they may think it is the present perfect tense due to the word 'have'. The tense looks like the present perfect but it is present simple because the verb 'has got' has the same meaning as the verb 'have' It is avoided in formal written English but it is commonly used in speech. I plan to overcome this by using 'has got' in every example and not use just 'has 'at all. If I am asked why, I will explain 'has got' is commonly used in speech for possession /having something.

Possible problems

The singular nouns may cause the most problems because the adjective needs to go after the article.

Countable and uncountable nouns may be problematic. The learners may not understand why hair is uncountable and moustache and beard countable, as they are all features of hair. If this issue arises then I will demonstrate that you can't count the number of 'hairs' collectively in class but you can count beards and moustaches. I could explain that 'hair' could also mean individual hair strands, which can be counted. In this instance. I will avoid explaining hair strands and only focus on hair in general. (+RonL+ALF)

Figure 6.7: Section of P4/16's lesson plan - describing people to pre-intermediate learners

P4/16's plan broke down language in detail. She described a potential problem with 'has got' for possession and stated her intended presentation method, which was through repetition and the use of consistent language. From breaking down and thinking about the language, she identified areas of language, which could cause the L2 learners' problems, despite being outside the focus of her lesson. Her ability to break down language for teaching was demonstrated with clarity. She explained her planning using metalanguage, which demonstrated how she applied her KAG from the programme.

P5/15 planned a lesson about verbs followed by the infinitive or present participle. A section from her plan follows.

Lesson Plan	**Focus on grammar point of verbs followed by either –infinitive or –ing** Ask the learners: underline the verb is in each sentence Ask the learners to focus on what comes after it E.g.: He likes to play football / he likes playing football (often meaning not changed but this can be the case) He remembered to buy a birthday card (fulfilled an obligation) He remembered buying a birthday card (but I can't find it now) She stopped to talk to her neighbour (because she need to say /had a reason) She stopped talking to her neighbour (after an argument)

Figure 6.8: Section of P5/15's lesson plan - verbs + infinitive or present participle

P5/15 broke down the language and associated it with a change in meaning that happens from it. Following the lesson, she reflected how her planning enabled her to present the work through eliciting. She had confidence to set the learners a task to work out the rules for themselves. She wrote:

> *"The introduction to the lesson led smoothly into the grammar due to the fact that the picture of David Beckham engaged the learners and quickly led into the grammar focus of verbs followed by verbs in infinitive or -ing form. Eliciting, who he is 'David Beckham' and what he likes to do gave the two sentences, 'he likes to play football / he likes playing football'. This led into analysing the sentences for where the verbs were and what form the second verb took, either -ing form or infinitive. This meant that the students were introduced to the new language quickly and set them up ready to attempt a range of tasks that allowed them to both practise the forms and to also learn the rules themselves through questions based on previous tasks."* (P5/16 reflective summary) (+RonL+ALF)

Summary

Overall, the examples used showed the incredible level of details that the P-S NESTs were able to articulate about grammar points. Some sections of the KAG was studied during the KAG programme, whilst other were gained from individual research.

Sub-theme 3.2* Developing pre-class knowledge about anticipating learners' grammatical difficulties

The P-S NESTs articulated how they anticipated learner errors during the interview, when lesson planning was being spoken about. The responses were associated with the production of language analyses.

Language analyses were introduced in year 2 of P-S TESOL education. For them to be undertaken, KAG was required before the deeper exploration could be undertaken. In the second year, the P-S NESTs undertook a task. They chose one verb tense form (in either the active or the passive voice) and researched details associated with it for teaching preparation purposes. The details they needed to include were:

- The verb's uses: as many different uses that could be found needed to be presented with an example to show the use
- New elements, for example: the present participle is associated with dynamic verbs and stative verbs
- Basic patterns of the verb in the affirmative, negative and interrogative with component parts labelled with metalanguage.
- Anticipated problems: conceptual, grammatical, phonological and orthographical
- Teaching situations

A language analysis needed to be prepared with all lesson plans produced for the practicum. During the interview, the P-S NESTs referred to their language analyses, when speaking about anticipating the learners' errors.

> P7/16 said, "*I would not have been able to go to a lesson without doing a language analysis first because I would not have known what I was talking about. I just would not have known that. It makes you see what sort of questions may come up. You can think about it and think arrh, they may ask me that."* (P7/16 interview)

P7/16's thinking about grammar was enhanced from undertaking a language analysis because areas which could cause problems became visible during the process.

> P4/15 responded: *"You should do a language analysis before you teach. I find them very interesting and helpful to look at the different forms for example questions and negatives. And by doing this I can identify the types of problems that can occur. I think it is one of the most important parts of planning a lesson. To predict problems, because otherwise you will not be able to deal with the lesson. However, the problem is that you can try to predict everything that comes out of the learners but you can't do it all, it is very difficult to predict. The unknown is a big source of fear in the lessons for me."* (P4/15 interview)

P4/15 stated that she would not be able to teach without undertaking a language analysis to identify possible problems. For her, it was an essential component of planning.

Summary

Responses demonstrated how important the P-S NESTs considered language analyses to be. These were undertaken as a part of the planning process to ensure clarity about a large number of aspects associated with the grammar area being taught were understood before teaching it. The language analyses required the P-S NESTs to examine in detail a number of aspects associated with for example a verb tense form, which included: its form and uses, new elements which could be associated with it, basic conjugation patterns and potential conceptual, grammatical, phonological and orthographical problems.

6.3.9: Summary of main theme 3

Main theme 3 explored how developing planning knowledge was demonstrated by P-S NESTs during the practicum and at the end of P-S TESOL education. Both quantitative and qualitative analysis were undertaken. Two sub-themes from Andrews' (1994) criteria were put into the category. The categories indicated development about: 3.1* selecting and grading language and breaking down grammar points for teaching purposes and 3.2* anticipating learners' grammatical difficulties. Each needed intelligent consideration before a lesson, which required an understanding of KAG.

Sub-theme 3.1*, selecting, grading and breaking down grammar points for teaching purposes, was an area mentioned by all P-S NESTs (M=3.70, SD=2.11). However, there was a difference in the levels of occurrence min (=1.00) and max (=7.00). All P-S NESTs referenced it but some more than others. Some references gave very detailed examples of language break down, which considered areas the learners would need to know. Whilst occurrences did not strongly feature in lesson reflections or during the interview, development was demonstrated outside of the NVivo analysis, which affected the statistical scorings. There was no significant difference in references between 3.1* and 3.2*, they were referenced equally.

Sub-theme 3.2*, anticipating learners' grammatical difficulties, (M=3.70, SD=2.16), showed a difference in occurrences with min (=0.00) and max (=3.00). Some P-S NESTs paid attention to thinking about learner difficulties, while some did not. Some P-S NESTs demonstrated development by speaking about the level of preparation undertaken associated with planning for potential problems. From undertaking language analyses, the process of predicting possible learners' problems became visible to the P-S NESTs and the planning process was considered both valuable and necessary.

6.3.10: Main theme 4 'developing growth of KAG awareness' - Quantitative findings

Descriptive Statistics

Main theme 4	Sub-themes	M	Min	Max	SD
Developing growth of KAG awareness through	4.1 self-reported individual ability	11.10	8.00	12.00	1.37
	4.2 material design	7.70	4.00	14.00	3.49
	4.3 demonstrating self-efficacy	4.40	3.00	5.00	0.84
	4.4 noticing L2 learners' understanding of KAG	4.10	3.00	6.00	1.10
	4.5 teaching grammar within a communicative context	1.40	1.00	2.00	0.51

Table 6.8: Descriptive statistics for main theme 4: developing growth of KAG awareness

Developing growth of KAG awareness refers to the references the P-S NESTs made applicable to their growing beliefs and abilities with KAG.

4.1 was the strongest theme (M=11.10, SD=1.37). The min (=8.00) and max (=12.00) numbers of occurrences indicated that the P-S NESTs' development of KAG growth was visible to themselves.

4.2 was the second strongest theme (M=7.70, SD=3.49). The P-S NESTs commented on their ability or desire to create authentic materials and modify course books for lesson plans. However, within the theme, there was a large range in occurrences min (=4.00) and max (=14.00).

4.3 was an area mentioned by all P-S NESTs (M=4.40, SD=.084). The min (=3.00) and max (=5.00) numbers of occurrences indicated that all the P-S NESTs developed in demonstrating self-efficacy.

4.4 was an area mentioned by all P-S NESTs (M=4.10, SD=1.10). The min (=3.00) and max (=6.00) numbers of occurrences indicated that all the P-S NESTs developed awareness to notice L2 learners' understanding of KAG.

4.5 was an area mentioned by all P-S NESTs (M=1.40, SD=-.51), which related to the development of language teaching beliefs. The min (=1.00) and max (=2.00) level of occurrence indicated that it was addressed briefly by all P-S NESTs.

The significance of the results compared with each other are presented in the next section.

Inferential Statistics

Wilcoxon signed rank tests were undertaken to identify whether the Mdn occurrences of each sub-theme differed significantly. Findings indicated both significant (p<.050) and non-significant (p>.050) differences. In addition, the effect size indicated small (r>.10) and strong (r>.50) differences. The findings are presented in the following table and are followed by a short report.

Main theme 4	Sub-themes						
		Mdn		Mdn	z	p	r
Developing growth of KAG awareness	4.1	12.00	4.2	7.00	-2.11	.035	.67
			4.3	5.00	-2.82	.004	.90
			4.4	4.00	-2.82	.005	.89
			4.5	1.00	-2.83	.005	.89
	4.2	7.00	4.3	5.00	-2.39	.017	.76
			4.4	4.00	-2.31	.021	.73
			4.5	1.00	-2.80	.005	.89
	4.3	5.00	4.4	4.00	-.57	.570	.18
			4.5	1.00	-2.84	.004	.90
	4.4	4.00	4.5	1.00	-2.84	.004	.90

Table 6.9: Inferential statistics for main theme 4: developing growth of KAG awareness

Key: 4.1 through self-reported individual ability, 4.2 through material design, 4.3 through demonstrating self- efficacy, 4.4 through noticing L2 learners' understanding of KAG, 4.5 teaching grammar within a communicative context

Comparative report of sub-themes

4.1 and 4.2: The strong, significant finding indicated that the KAG programme had more impact on P-S NESTs' self-reported individual ability than on material design.

4.1 and 4.3: The strong, significant finding indicated that the KAG programme had more impact on P-S NESTs' self-reported ability of KAG than on a demonstration of self-efficacy.

4.1 and 4.4: The strong significant finding indicates the KAG programme had more impact on P-S NESTs' self-reported individual KAG ability than on noticing L2 learners' understanding of KAG.

4.1 and 4.5: The strong, significant finding indicated that the KAG programme had more impact on P-S NESTs' self-reported individual KAG ability than on teaching grammar within a communicative context.

4.2 and 4.3: The strong, significant finding indicated the KAG programme had more impact on the P-S NESTs through material design than through demonstrating self-efficacy.

4.2 and 4.4: The strong, significant finding indicated that the KAG programme had more impact on P-S NESTs' material design, than on noticing L2 learners' understanding of KAG.

4.2 and 4.5: The strong, significant finding indicated the KAG programme had more impact on P-S NESTs' material design, than on teaching grammar within a communicative context.

4.3 and 4.4: The small effect, non-significant finding indicated that the development of through demonstrating self-efficacy and noticing L2 learners' understanding of KAG were comparable.

4.3 and 4.5: The strong, significant finding indicated the KAG programme had more impact on P-S NESTs' demonstrating self-efficacy than teaching grammar within a communicative context

4.4 and 4.5: The strong, significant finding indicates the KAG programme had more impact on the P-S NESTs ability to notice L2 learners' understanding of KAG, than on teaching grammar within a communicative context.

6.3.11: Main theme 4 'developing growth of KAG awareness' - Qualitative findings

Sub-theme 4.1 Growth of KAG awareness through self-reported individual ability

During the final interview, the P-S NESTs were asked two questions associated with studying the KAG programme. The questions were:

Q1: *How do you feel about studying KAG before P-S TESOL education?*

Q2: How do you feel about your KAG at the end of P-S TESOL education?

The reason for asking these was to find out how the P-S NESTs reported the necessity for the programme and how they felt about their KAG after successfully completing P-S TESOL education. The responses to Q1 and Q2 from each P-S NEST were as follows:

P1/15

> Q1: "*I do not think we could do it without it to be honest."* (P1/15: interview)
>
> Q2: "*Well, I carry my book around from the 1st year and just do a lot of revision. For the next six months, I will still have to revise it until I know it well enough. Even then, I would want to check back to make sure I was teaching something accurate. There is nothing worse than feeling as if you were teaching the students something that is wrong…"*(P1/15: interview)

P1/15 acknowledged her need for the KAG programme from which she demonstrated an awareness of how language is used in TESOL. In terms of how she felt at the end of TESOL, she referenced the effort required from her to enable accuracy in her teaching and how she was committed to avoid being incorrect. She highlighted the volume of work required to use KAG in TESOL.

P2/15

> Q1: "*It's really, really important because you need to know it if you are going to teach it."* (P2/15: interview)

> Q2: "*I'm okay I think. Personally, in terms of teaching, I like to plan for different eventualities. I have to decide what I think learners know which takes a long time but recapping on the grammar is okay. For me, it is more about planning what sort of direction I am going to take a lesson. I may decide to try and elicit examples and if they can't give me any, I plan what I would do instead."* (P2/15: interview)

P2 /15 expressed the need to be taught KAG because it is required for TESOL. She scored highly on tests and project work throughout the KAG programme, despite the knowledge being new to her. She felt comfortable with her KAG abilities at the end and felt confident to produce lesson plans using a reactive focus on form.

P3/15

> Q1: "*Well, my red book (the KAG programme) is my starting point for lesson planning. It is my safety blanket. It is my first reference place. I took it with me for my summer job."* (P3/15: interview)

> Q2: "*The red book is so important to me. It allows me to understand the basics and then to expand on that with other grammar books that I have collected throughout my studies. The Internet is also a good start source. So, I will continue reading and continue planning for my lesson with additional study."* (P3/15: interview)

P3/15 was very attached to her red book. She saw it as a first point of reference and as something, which she needed to be able to plan and teach. At the end of P-S TESOL, she referenced the continual work that she was aware she had to undertake to continue developing.

P4/15

> Q1:"*In communicative language teaching, language is spontaneous and with the students speaking so much anything can come up. Any questions can come up in structured lessons too so if you have grammar knowledge you can jump on it and explain it at that point you cannot always prepare for it so it is very important to have*

a good knowledge base." (P4/15: interview)

Q2: "*In my future professional development, I am eager to improve my grammar knowledge as it is a fundamental part of English language teaching. Through continuous reflection and more thorough language analysis in the planning stages of my lessons, I hope to hone my language skills and apply them effectively."* (P4/15: interview)

P4/15 referenced the KAG programme as important for ensuring P-S NESTs had a knowledge base to draw upon. She was aware that learners could ask any question at any time, which may be outside of a lesson's language focus. In the future, she wants to improve on her current level and is aware of strategies to enable the process. She considered KAG education as essential for TESOL.

P5/15

Q1: "*I would say it is extremely important because even if you are not doing a grammar lesson anything could crop up. They can ask you anything. It is very helpful having a knowledge base to use."* (P5/15: interview)

Q2: "*I would accept intermediate level teaching because on occasions I think I have to look at things to find out more. I realise I have more to do and that I am not at the bottom, I am somewhere in the middle. I definitely need more books and to do more work if I am teaching above the intermediate level."* (P5/15: interview)

P5/15 also referred to the need to have wide understanding of KAG. She was aware that KAG was required to answer learners' questions. She was aware that more effort was required to improve on her current level to teach higher than intermediate level learners.

P6/16

Q1: "It*'s so important. You have more knowledge if you are able to think about things using grammatical terms…it makes you seem more professional to be able to speak the lingo of linguistics*." (P6/16: interview)

Q2: "*I think that it is constantly increasing, constantly improving with the more things we do with it. I can tell because I pick things up now… It is something that you have to keep working at because if you didn't it would go. If you are carrying on in the field*

afterwards, you have to keep it going. I am quite confident about my awareness at the moment but I know it needs to be much better to teach higher levels. I think all the grammar knowledge that we have been given has given us the confidence to stand there and teach. By year three, if I felt I had not had a good grasp of grammar, I would not have been able to teach. I wouldn't have been terrified of any questions they would have asked me. Because my grammar knowledge is quite good and vast, my planning is better. I think it enables me to approach things differently with different teaching methodologies. It is not the best, but I do think it is very good." (P6/16: interview)

P6/16 considered understanding and learning metalanguage to be important to be professional. It was something that gave her the feeling of knowing more than the learners. She commented how the KAG programme, the further study and the application of grammar in the practicum, enabled her knowledge base to grow. She was aware that her KAG level required additional work to teach at a higher level than intermediate.

P7/16

Q1: *"I would not like to think what it is like for a teacher to go into a lesson without the grammar knowledge that we have had. That must be horrendous. Their poor learners must get so confused. You cannot learn it from a textbook, you just can't … We need to give a lesson a purpose and structure and, if we don't, the language can just run away with itself. It can become just a chat between friends, which you know, has benefits in other ways but to get the maximum out of a lesson you do need a language focus."*(P7/16 interview)

Q2: "*I guess my knowledge now, despite year one, pales in comparison to actually how much there is to know, mmm."* (P7/16 interview)

P7/16 talked about the need for the KAG programme through a comparison of how it would feel not to be taught it. She outlined what she needed to enable her learning and had a complete disregard for self-study. She spoke of the need to understand KAG to ensure lessons had a language focus. At the end of TESOL, she was very aware that studying grammar and language was a life-long process.

P8/16

Q1: "*I am glad that I know about it. It's crazy what I didn't know. I think I learnt all about grammar in year one: how we use it, how we string sentences together. How we*

use it in everyday language and then in year two, how we use it to teach it." (P8/16 interview)

Q2: "*I feel quite confident about it. Possibly, I didn't learn everything as well as I could have. I gained an idea of what each thing was. So, I know what a conditional is, so zero, first, second, third. Also, articles I know what they are but I can't remember what goes where or which one is which off the top of my head."* (P8/16 interview)

P8/16 referenced that the work covered in the KAG was new and still could not believe what was unknown to her as a NS. At the end of TESOL, she was aware about KAG in general but admitted that additional study and learning would be required.

P9/16

Q1: "*I think if you want to teach English, you need to know English grammar. I am definitely not going to lose my red book. It has everything I need in it. I have bought my own grammar books as well to help further my knowledge."* (P9/16 interview)

Q2: "*I feel I know more now. In the first year, the verb tenses really frightened me but I know most of them quite well now."* (P9/16 interview)

P9/16 spoke about the importance of KAG for L2 English teaching. She believed it was something essential for the profession. She needed the KAG programme and took steps to expand on her knowledge. At the end of TESOL, she demonstrated development by losing her fear associated with aspects of grammar. Her efficacy had improved.

P10/16

Q1: "*I wouldn't have had a clue without it that's for sure, no clue at all." (P10/16 interview)*

Q2: ''*It is much better but it is something that I need to continue to practise. If I don't practice it, if I do not think about it, the knowledge WILL go'. (P10/16 interview)*

P10/16 spoke of the need for KAG education to be able to function as a person in P-S TESOL education. At the end, she believed her grammar knowledge would deteriorate unless it was used, maintained and practised.

Summary

Overall, all the P-S NESTs indicated that their individual KAG growth was visible to themselves. From two interview questions, the findings were conclusive. All P-S NESTs valued the knowledge gained from the KAG programme, felt it was crucial to undertake P-S TESOL education and realised that there was more to learn.

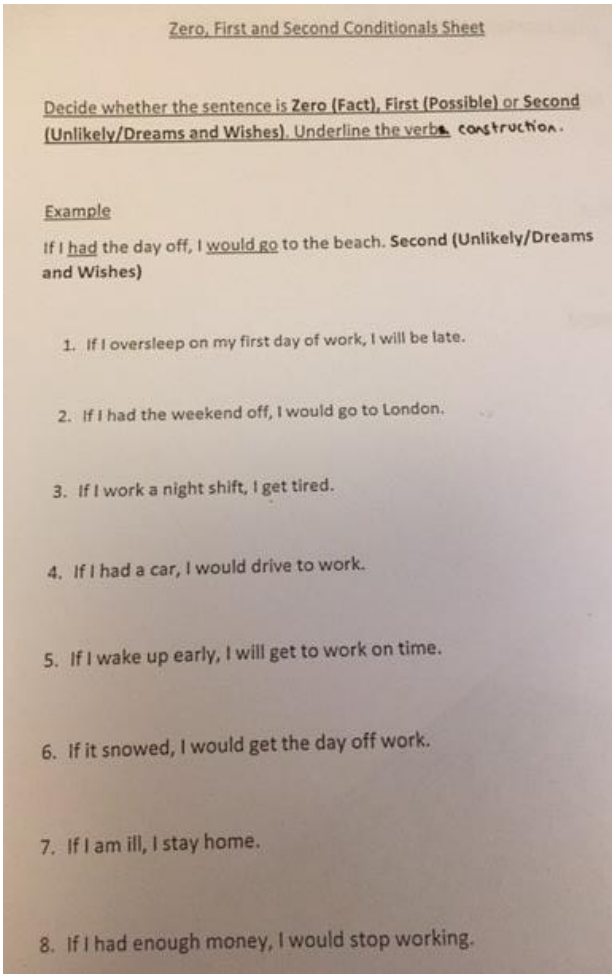
Sub-theme 4.2 Developing growth of KAG awareness through material design

In SLTE, research has been undertaken to examine how teacher's subject knowledge influences their instructional decisions (for example: Shulman 1987, Borg 1999, Borg 2001). During the interview, the P-S NESTs articulated how they felt the KAG programme had influenced their teaching. Responses, triangulated with lesson plans and reflections led to material design emerge as a theme. The following section presents two forms of examples, which are positive associations with material design and something that some P-S NESTs aspired to achieve.

Interviewer: '*How do you feel the KAG programme impacted your teaching?*'

> *"When I got to the fourth and fifth lessons, I felt more confident in creating my own examples for the language point I was teaching. I had had some experiences with course books where I didn't think they were accurate for the theme of my lesson so I had to change things like the examples. By my final teaching practice, I felt a lot more confident creating my own examples. For the sixth teaching practice, I created all my own worksheets and examples. I felt a lot better by the end of it."*(P1/15 interview)

P1/15 demonstrated growth in KAG through confidence in producing lesson materials through a worksheet that she produced for her final lesson. She taught a communicative lesson about the advantages and disadvantages of a 24-hour society, where she wanted the learners to understand and produce different facts and levels of possibility. She used an article from a course book and then produced her own worksheet with accurate examples of zero, first and second conditionals to fit the lesson theme. The worksheet is presented below. It acted as a revision lesson because other P-S NESTs had delivered lessons on conditionals on previous occasions.



Zero, First and Second Conditionals Sheet

Decide whether the sentence is **Zero (Fact), First (Possible)** or **Second (Unlikely/Dreams and Wishes)**. Underline the verb construction.

Example

If I had the day off, I would go to the beach. **Second (Unlikely/Dreams and Wishes)**

1. If I oversleep on my first day of work, I will be late.
2. If I had the weekend off, I would go to London.
3. If I work a night shift, I get tired.
4. If I had a car, I would drive to work.
5. If I wake up early, I will get to work on time.
6. If it snowed, I would get the day off work.
7. If I am ill, I stay home.
8. If I had enough money, I would stop working.

1. 1st conditional
2. 2nd conditional
3. 3rd conditional
4. 2nd conditional
5. 1st conditional
6. 2nd conditional
7. 0 conditional
8. 2nd conditional

Figure 6.9: Section of P1 /15's lesson materials - conditionals

P1 /15 reflected about having to revise to be able to produce the lesson and materials. In addition, she discussed how her grammar research was undertaken, which included the role the KAG programme played. She wrote:

> *"I planned a lesson on zero, first and second conditionals. I remembered these quite well from the first year because I found the different functions and forms interesting but planning still required a lot of revision. I did research online, from grammar books and from the first year book in order to be sure I had the form and function correct and for help with any problems the students might have. I also needed to do research to make sure the examples I had thought of were in the correct tense and followed the correct form. I needed to make sure I memorised the form so that I'd be able to correct*

learners. I also revised the bare infinitive and contracted forms of words in order to be prepared during the language analysis. As a result of my revision, I was able to explain the use and form of the bare infinitive to a learner who was confused which I felt went well, and also give prompts for the contracted forms of 'I will' and 'I would'. Due to this revision, I felt quite confident in eliciting learner responses and providing spontaneous explanation." (P1/15 reflective summary)

The effort required to produce the worksheet was clearly stated in the reflection. It showed that understanding explicit KAG and working with it was not straightforward. However, from continual work and effort she was able to demonstrate a growing KAG awareness.

P2/15 gave an example of her development whilst planning. The following reflection was taken from her lesson about modal verbs. In it, she aimed for the learners to use modals of possibility in the past, present and future form in order to discuss mysterious situations presented in stories from Cutting Edge Upper Intermediate Student's Book (Cunningham and Moor 2005). Her planning and language analysis work were detailed. The following diagrams show sections of her plans.

Modals of Possibility Language Analysis

- May, may have, might, might have, could, could have, must, must have, can't, can't have

	Past	Present	Future
Affirmative	*may have* *might have* *could have* *must have* **+ past participle**	*may/might/could* **+ bare infinitive**	*may/might/could* **+ bare infinitive**
Negative	*may not have* *might not have* *couldn't have* *can't have* **+ past participle**	*may not/might not/could not/can't* **+ bare infinitive**	*may not/might not/could not/can't* **+ bare infinitive**
Interrogative	**Present/Future**	*may/might/could* + **subject + bare infinitive + rest of sentence**	
	Past	*could/couldn't/can't* + **subject +** *have* + **past participle + R.O.S**	

Figure 6.10: Section A of P2/15's language analysis - modal verbs

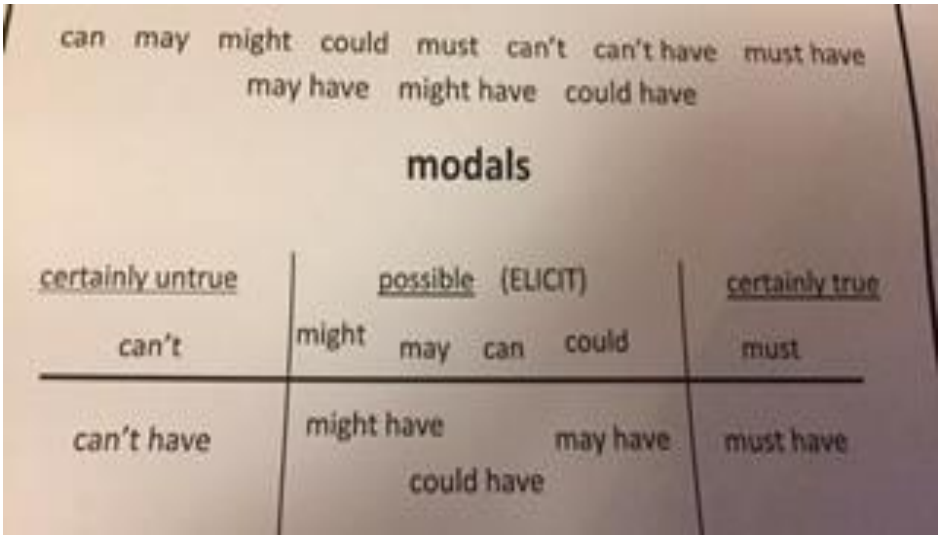


Figure 6.11: Section B of P2/15's language analysis –modal verbs

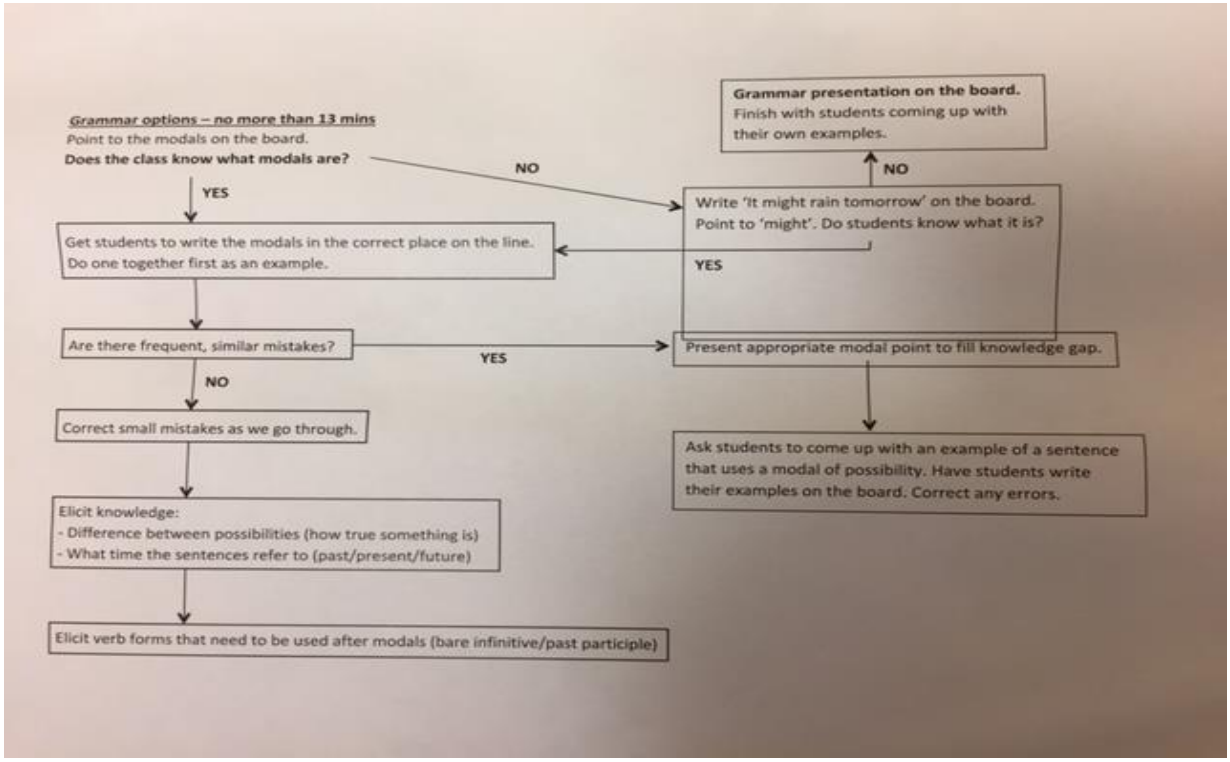


Figure 6.12: Section of P2/15's lesson preparation - modal verbs plan for eliciting

Figures 6.10, 6.11 and 6.12 gave an indication of the level of research P2/15 undertook to ensure she was teaching the correct forms of the past, present and future modal verbs, used for expressing possibility. The lesson went well and following it, she reflected:

"I felt comfortable doing a reactive focus on form. I planned different ways of going through my grammar section based upon what learners showed they knew about the subject, so I had a plan for each eventuality. I planned how I would set out the board so that it would be as clear as possible. I researched the language before the lesson so that I felt confident answering any questions that the learners might have had. When thinking of my own examples that I could write on the board if they were needed, I faced a problem with using 'have + past participle ' after 'could' in the past form, (because it looks like could + present perfect, which is a present tense) . I just needed to know that for modals we use it to express the past which meant that I was comfortable responding when a student faced the same problem." (P2/15 Reflection) (+RonL+ALF)

P2/15 demonstrated awareness of development from identifying something, which she found difficult. She researched the area, found a suitable answer and was therefore prepared to answer the learner's question.

However, not all the P-S NESTs developed an ability to create materials. During the interview, the following question was asked and it was answered differently by P3/15 and P4/15.

Interviewer: "*How do you feel about producing your own lesson materials?* "

P3/15 spoke about adapting course book materials rather than producing her own. She said:

"I tend to adapt things I see things in books like, for example 'Cutting-Edge' as I think sometimes they are a little complex. Sometimes, they do not quite fit the theme of the lesson so I adapt sentences but I haven't reached the stage to create my own yet." (P3/15 interview)

Interviewer: "*How do you think you will reach that stage?"*

"*I think experience is going to help as you become more confident after some teaching. I think things will fall into place. ..With experience, I hope it will become clearer."* (P3/15 interview)

P4/15's response to the question was different. Her level of development to produce materials was not as advanced. She said:

"Right now, because I am new, and inexperienced with teaching, I do depend on course books for examples. In the future, I hope they would be able to create my own sentences correctly with confidence but I cannot do that right now." (P4/15 interview)

Summary

The P-S NESTs' indicated development differently and in terms of ability to produce materials, adapt materials or have the desire to do so. Edwards and Burns (2016) tell us about language teacher identity, through van Lier's (2004, 2011) notion of the conceptual self, which takes an ecological view of identity. Identity is related to the individual's perceived ideas of themselves dependent on the role and the status of their position within a specific environment. The ecological approach encompasses principles, which includes agency. Agency relates to, 'people's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation.' (Duff 2012 p. 417,cited in: Edwards and Burns 2016). The references indicated that the P-S NESTs' teacher status identity was developing.

Sub-theme 4.3 Growth of KAG awareness through demonstrating self-efficacy

Self-efficacy is an individual's belief that the accomplishment of something is possible and heightened self-efficacy is the same belief held by individuals in the face of adversity (Bandura 1993). Perseverance is included in adversity, where the commitment to a goal enables the achievement of it.

On a number of occasions, the P-S NESTs demonstrated self-efficacy. During the interview, P4/15 felt comfortable with her ability to produce a successful lesson and cited lack of language knowledge as a feature associated with a poor lesson. She said:

"I have a clear idea of what makes a successful lesson, such as varied and engaging activities, good planning and carefully selected materials. I am also aware of why a lesson may be unsuccessful for example, poor staging or lack of language knowledge." (P4/15 interview)

P3/15 demonstrated self-efficacy from ability to elicit language associated with the future perfect tense from intermediate level learners. Her ability to respond to the learners' language enhanced her KAG confidence, which she had aimed to achieve. She wrote:

"I feel very confident after this lesson. I am very pleased that I relied on eliciting far more than I have been and can see a vast improvement in the way I feel after because

of it. I could have included more detail (such as irregular verbs) which would have made the lesson better. But with more experience and confidence, I will be able to know what I should include and how much of the information is necessary." (P3/15 reflective summary)

P2/15 reflected on her functional language lesson with intermediate level Chinese learners. She articulated how she felt more comfortable with teaching grammar than functional language due to her knowledge about it. She wrote:

"Now that I can compare this lesson with my previous teaching experience, I can conclude that I am much more comfortable teaching grammar than having completely fluency-based lessons and looking at functional language. I feel that having a section that focuses on some aspect of grammar gives my lessons a clearer focus and helps them to run more smoothly. This may be partly because I feel like I can plan much more for grammar – forms, uses and examples – whereas it is not so easy to narrow down functional language into these categories." (P2/15 reflective summary)

P5/15 demonstrated KAG growth through demonstrating self-efficacy in her written reflection following a grammar lesson. She was able to identify how her grammatical knowledge could help learners notice errors. She wrote:

"*This class was a high intermediate level so it would be more difficult to see progress in students' proficiency due to the plateau effect. However, it was still possible to see some development such as when I pointed out a grammar error and elicited where the student had gone wrong, they can often correct themselves when prompted.*" (P5/15 reflective summary)

Summary

In summary, the demonstration of self-efficacy was evident when the P-S NESTs had achieved some form of individual success. Clarity to produce a good lesson plan, successful eliciting and error correction were areas cited that contributed to the development.

Sub-theme 4.4 Growth of KAG awareness through noticing L2' learners' understanding of KAG

Growth in KAG awareness emerged from the P-S NESTs noticing L2 leaners' understanding of KAG. Whilst KAG is a new subject area for the P-S NESTs, it is something about which the L2' learners have an

understanding about because of English study. A contemporary perspective can be taken due to inter-cultural contact, which is a notion of 'culture shock' and has been described as *'contact-induced stress accompanied by skills deficit'* (Zhou,Jindal-Snape,Topping and Todman 2008). The P-S NESTs commented on how they found themselves to be shocked by the knowledge held by L2 learners, even at a beginner level. The following section presents the P-S NESTs' comments.

P1/15 spoke during the interview about a lesson, which she peer observed. It was P5/15's lesson about using the infinitive or present participle after a verb. The area not studied in the KAG programme; it was researched by P5/15, which demonstrated her development. However, the lesson led to a different reaction from P1/15, who said:

> *"When I sit in on another teacher's (P-S NEST's) lessons, it seems the Chinese students will know the rules and the formations being taught and I don't even know what they are called. So, they are miles ahead of us in some cases. I almost had a heart attack in P5/15's lesson, it was weird, I just couldn't do it, I really did not know what was going on, everyone (the L2 learners) learnt grammar when they were learning English."* (P1/15 interview)

P1/15 was alarmed about the KAG that she did not know and the level held by the Chinese students. Her extreme reaction showed that despite P5/15 teaching the new grammar because she had no prior knowledge of it, she was unable to follow the lesson. The reaction highlighted the benefits of the pre-KAG programme in two ways. Firstly, it enabled P5/15 to undertake independent research. Secondly. It demonstrated that prior knowledge and /or research are required by NS to understand grammar.

P3/15 spoke about her feelings when teaching intermediate level Chinese learners. She spoke about their depth of KAG due to prior learning as something she felt anxious about because it was missing within herself. She said:

> *"If I get something wrong, I should say when because it has happened, the learners question you. I don't know how to step back from that and the learners are left thinking, she doesn't know what she is talking about. So that worries me a bit… The Chinese girls seem to know a lot about grammar and be very proficient in it. They will correct us if we get it wrong. I don't know if they enjoy grammar or if it is it just how they have been taught English through it … they seem to see it as something essential to know."* (P3/15 interview)

P6/16 spoke about the time she observed intermediate level learners in the university's International English department. She was shocked at the questions being asked and spoke about her anxiety related to the questions asked and about the responsibility she felt to keep developing KAG to ensure her grammatical knowledge was suitable for teaching. She said:

> "W*hen I observed lessons over the summer with International English, the learners started to ask. What is a modal verb? Where do I put it? I thought, oh my goodness, they are going to ask me that. The higher up the learners get, the more they know. If you do not know the answers, it is hard to be credible as a teacher. They know all the sources so the teacher needs to be one step ahead of the learners all the time."* (P6/16 interview)

P10/16 and P7/16 spoke about their shock when they realised the levels of metalanguage held by beginner L2 Arabic learners. The following comments were made during teaching practice, where growth in their KAG awareness came from the need to know metalanguage to enable learning and respond the learners' comments and questions.

During the interview, P10/16 reflected on part of her teaching experience. She said:

> "S*ome of the questions surprise me because they come out with things I think they would never ask. I need grammar knowledge just to understand their questions. They have obviously learnt grammar in their home countries. When I was teaching them the past simple tense, learner x was coming out with words like past participle so it was very useful that I knew the terminology so I could understand what she was asking about".* (P10/16 interview)

P7/16 remembered a moment in her teaching experience, which shocked her. She said:

> "*I only put the word if on the board and one learner just shouted out conditionals. I couldn't believe it. He was at beginner level."* (P7/16 interview)

Summary

Overall, the P-S NESTs were in a challenging position during the TESOL practicum. It was at the end of three years of P-S TESOL study and when their self-reported KAG awareness and levels were being challenged, questioned and developed as a result of interaction with L2 learners. Whilst the P-S NESTs' KAG was relatively new, they were placed in a position where they understood that KAG was a normal

part of L2 learners' English, at all levels. For P-S NESTs, the realisation came as a shock. P7/16 nicely summarised the situation, she said: *"I try and think of all questions but there is always something that you haven't thought of, they seem to know a lot about grammar."* (P7/16 interview)

Sub-theme 4.5 Developing pre-class knowledge about teaching grammar within a communicative context

The theme of developing pre-class knowledge about teaching grammar within a communicative context emerged from the following interview question.

Interviewer: "*How do you think the learners feel about studying grammar*?"

The P-S NESTs' responses were associated with the position of grammar in weak CLT (PPP and ESA) and strong CLT (TBLT and Dogme) methodologies. The responses indicated reference to language teaching beliefs, which cannot be taught. Beliefs emerge from instructional processes used from understanding different teaching methodologies. Responses to the question were as follows.

> *"I think it depends on how you do things. I think some expect grammar or language input from the teacher in their lessons so that it feels like they are learning something. I think if you have a complete communicative lesson, it feels like you are not learning a lot because you are just using any language that you might know anyway…I think all conversation can have a grammar focus though."* (P2/15 Interview)

P2/15 understood the advantages of a communicative lesson but also believed that a grammar focus can be presented within it, which she felt was appropriate to ensure lessons had a focus.

> *"I think you need some sort of language in the lesson. It can be communicative or task based focusing on vocabulary. Sometimes it may not feel that there is a language focus because there is a lot of speaking but there always is. You always have to plan for language, which isn't easy in communicative lessons but every lesson should have a language focus."* (P10/16 interview)

P10/16 believed there should always be a language focus. The comment strengthened the need for the KAG programme. She believed it was important.

P6/16 spoke about a lesson with beginner learners. She said:

> "*That is tricky. Even if you want to do a communicative language lesson, the grammar is there. When I did a lesson on directions with the beginner learners, we talked about roads, streets and churches. We used the prepositions (in front of, behind, next to etc.) From a previous lesson. It did not matter so much that their language was not perfect. What mattered was they were speaking, and could be understood. So even though the grammar was there, it was not the main focus.*" (P6/16 interview)

P6/16 said how the grammar was made invisible during her lesson with beginner lesson, despite prepositions being included and used. She believed that getting a message across was important for the beginner leaners to encourage speaking. However, she also demonstrated how her understanding of KAG was used.

P9/16 talked about her lesson with beginner learners. She said:

> *"If you do not have the grammar then the learners do not get correct English and that is what they want. It is just a different way of doing things. You bring out the language that they have through conversation and then you add to it. That's why it is important for us to learn about it."*(P9/16 interview)

P9/16 presented her perspective about what she felt the learners wanted. In so doing, she valued the importance of her own grammar knowledge and the KAG programme to enable her teaching.

P1/15 reflected on her communicative lesson which included a grammar focus. She wrote:

> "*As it was my final lesson, I needed to teach a grammar based lesson. I found a lesson on work and 24-hour society and thought it would be interesting to adapt to include discussions. This led to the students discussing 24-hour society in China and making comparisons to the UK and also giving their opinions on the topic. I think it's important to make a grammar lesson engaging and I think that by giving the students plenty of opportunity to talk, interact and give opinions, rather than completing a worksheet helps then be engaged rather than bored."* (P1/15 reflective summary)

P1/15 was keen for the students to communicate the grammar associated with opinions in her lesson.

She believed using grammar was more important than understanding the rules.

Summary

Overall, the P-S NESTs indicated that their understanding of KAG needed to be used in communicative language teaching methodologies. In addition, they believed that a language focus helped to substantiate lessons' content and ensured a focus. An emergence of grammar teaching beliefs was evident from the examples, which is an area that cannot be taught.

6.3.12: Summary of main theme 4

Main theme 4 explored how growth of KAG was demonstrated by P-S NESTs during the practicum and at the end of P-S TESOL education. Five sub-themes were created from inductive coding, which contributed new areas to the development of awareness for grammar teaching from the pre-KAG programme. The new sub-themes were: 4.1 self-reported ability, 4.2 material design, 4.3 demonstrating self-efficacy, 4.4 noticing L2 learners' understanding of KAG and 4.5 teaching grammar within a communicative context.

Sub-theme 4.1, developing through self-reported ability, was the strongest theme (M=11.10, SD=1.37) with the number of occurrences being min (=8.00) and max (=12.00). All P-S NESTs referred to it as they indicated their level of KAG growth was visible to themselves. From two interview questions, the findings were conclusive. All P-S NESTs valued the knowledge gained from the KAG programme and felt it was crucial to undertake P-S TESOL education. At the end of their studies, all P-S NESTs felt they had developed but realised there was more to learn. Occurrences related to sub-theme 4.1 were significantly stronger than occurrences in sub-themes 4.2, 4.3, 4.4 and 4.5.

Sub-theme 4.2, developing through material design, emerged as the second strongest theme (M=7.70, SD=3.49). The P-S NESTs commented on their ability or desire to create authentic materials and modify course books for lesson plans. However, there was a large range in occurrences min (=4.00) and max (=14.00). The P-S NESTs indicated development differently and in terms of ability to produce materials, adapt materials or have the desire to do so. Edwards and Burns (2016) tell us about language teacher identity, through van Lier's (2004, 2011) notion of the conceptual self, which takes an ecological view of identity. Identity is related to the individual's perceived ideas of themselves and is dependent on the role and the status of their position within a specific environment. The ecological approach encompasses principles, which includes agency. Agency relates to, 'people's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation'. (Duff 2012 p.417, citedin: Edwards and Burns 2016). Sub-theme 4.2 demonstrated that

the P-S NESTs demonstrated agency development. Sub-theme 4.2 was significantly stronger than sub-themes 4.3, 4.4 and 4.5.

Sub-theme 4.3, developing through demonstrating self-efficacy (M=4.40, SD=.084) was mentioned by all P-S NESTS with the number of occurrences being min (=3.00) and max (=5.00). Having clarity about KAG to create good lessons was mentioned. In addition, self-belief was gained following successful eliciting and error correction in lessons. Occurrences of 4.3 were comparable with 4.4.

Sub-theme 4.4, developing through noticing L2 learners' understanding of KAG, (M=4.10, SD=1.10) was mentioned by all P-S NESTs with the number of occurrences being min (=3.00) max (=6.00). It was demonstrated through shock and disbelief when the P-S NESTs realised that KAG was a normal part of L2 English study.

Sub-theme 4.5, teaching grammar within a communicative context, had the lowest number of mentions in the theme (M=1.40, SD=0.51). The min (=1.00) and max (=2.00) level of occurrence indicated that it was addressed briefly by all P-S NESTs. The knowledge gained from KAG programme was applied to teaching communicative language teaching methodologies. The P-S NESTs believed a language focus was required to substantiate lesson content and ensure that there was a focus. An emergence of grammar teaching beliefs was evident in the examples.

6.4: Case study 3 conclusion

Study 3 aimed to explore the impact the KAG programme had on P-S NESTs' development of awareness for grammar teaching during the TESOL practicum. Subq4 was asked, which was: How do P-S NESTs demonstrate KAG during the P-S TESOL practicum? Deductive analysis was undertaken, which used Andrews' (1994) criteria. The criteria consisted of eleven themes, which outline NS English teacher educators' perspective on what grammatical knowledge is required for teacher language awareness. Ten out of eleven themes were explored throughout the analysis. The theme, RonL+ALF was not analysed as an individual sub-theme. However, the analysis showed its presence was strong and intertwined within other sub-themes from the P-S NESTs' thinking in context.

Findings indicated that the KAG programme positively impacted the P-S NESTs' development of awareness for grammar teaching. Confirmation was gained from quantitative and qualitative analysis, which found appropriate occurrences in reflective summaries and the interview to match deductive themes created from Andrews' criteria (1994) and support themes which emerged from inductive coding.

In addition, lesson plans provided additional data when appropriate, despite not being included in NVivo analysis. Whilst the number of occurrences associated with the sub-themes differed, all were referenced.

Main theme 1, 'developing individual knowledge', and encompassed sub-themes about: 1.1* grammatical terminology, 1.2* concepts associated with terms, 1.3* the meaning of language in communication and 1.4* about how language works. The sub-themes represented declarative knowledge, which is not acquired naturally by NS. Sub-themes 1.1* and 1.2* had a high level of reference occurrences with all P-S NESTs. Findings indicated that the content of the KAG programme enabled the P-S NESTs to think in context (Johnson and Golombek 2016). The KAG programme did not focus on meaning. Despite the lack of focus, sub-theme 1.3* was developed by some through circumstance and innate knowledge, where awareness grew from both unsuccessful and successful interactions with the learners. Sub-theme 1.4* did not feature strongly in the P-S NESTs' comments despite being a major part of the KAG programme.

Main theme 2, 'developing in-class knowledge', included sub-themes about: 2.1* analysing grammar from learners' perspective, 2.2* dealing confidently with spontaneous grammar questions, 2.3* 'correctness' and ability to justify an opinion about what is acceptable usage and what is not and 2.4* explaining grammar to students without complex metalanguage. The sub-themes focused on knowledge required in a classroom context. The areas could not be planned; declarative knowledge needed to be drawn upon in a teaching setting. All P-S NESTs demonstrated awareness for sub-themes 2.1* and 2.2* albeit by different amounts. Sub-themes 2.3* and 2.4* were demonstrated by some P-S NESTs from reacting to circumstance.

Main theme 3, 'developing planning knowledge', was associated with sub-themes 3.1* through selecting and grading language and breaking down grammar points for teaching purposes, and 3.2* through anticipating learners' grammatical difficulties. The sub-themes represented areas which needed to be considered before teaching.

Whilst planning knowledge was represented in the P-S NESTs' lesson plans, they were not included in NVivo analysis, which led to the level of prevalence in the statistical data being reduced. Despite this, sub-theme 3.1* was mentioned by all the P-S NESTs and sub theme 3.2* was mentioned by some of them.

Main theme 4, 'developing growth of KAG awareness' included sub-themes created from inductive analysis, which were through: 4.1 self-reported ability, 4.2 material design, 4.3 demonstrating self-efficacy, 4.4 noticing L2 learners' understanding of KAG and 4.5 teaching grammar within a communicative context. They represented new insights about the awareness of grammar for teaching from having a pre-KAG programme. All the P-S NESTs believed that it was because of study undertaken in the pre-TESOL KAG programme that they were able to apply KAG to their teaching practice sessions.

Sub-themes 4.2, 4.3 and 4.4 demonstrated how the P-S NESTs transmitted their KAG awareness to L2 learners. Sub theme 4.5 indicated a development of beliefs about the use of for teaching. Noticeably, the qualitative findings did not find the P-S NESTs teaching using a cognitive constructivist approach, which would mirror the style of delivery during the KAG programme. Comments were related to methodological differences of using grammar either deductively or inductively in forms of communicative lessons, which were taught in P-S TESOL education.

Overall, case study 3 demonstrated that from a pre-TESOL KAG programme, a link to pedagogy was identifiable through both successful interactions and struggles. Therefore the findings challenge previous unsuccessful studies, which found the link between the two to be unsatisfactory (Bigelow and Ranney 2005, Hislam and Cajkler 2005, Popko 2005). The importance of a pre-KAG programme for constructivist reflection for, in and on action during the TESOL practicum is discussed in the next chapter.

Chapter Seven: Discussion

Discussion

7.1: Introduction

The discussion is structured to highlight the significance and importance of key findings from each case study in relation to constructivist learning principles, literature and new contributions to knowledge. In so doing the substantive research question is answered, which is: What impact does an enhanced KAG focus have on UK P-S NESTs' TESOL education? The key findings about each case study were as follows.

1. In case study 1, the P-S NESTs demonstrated they knew nothing about KAG and were shocked by the fact, which was unlike the P-S NNS who could demonstrate KAG understanding and ability.

2. In case study 2, the KAG programme enabled P-S NESTs to demonstrate their ability to learn, understand and apply KAG, up to a B2, CEFR level, to L2 learners' writing. They demonstrated that they had gained a foundation in KAG before P-S TESOL education began.

3. In case study 3, development of awareness for grammar teaching was identified during the practicum from the KAG programme. It was demonstrated through successful encounters and reflective understandings.

7.2: Discussion of case study 1

Roberts (2016) tells us how constructivism provides a framework to understand conceptual change. The framework highlights the differences in individuals' perceptions and tells us that all education providers need to relate new learning to prior beliefs and practices. Bell and Gilbert (2005) observed that prior knowledge and the nature and status of knowledge, need consideration for teacher development and thus education needs to 'start from where teachers are' (Roberts 2016 p.43). Dewey's (1910) work titled 'How we think', characterised reflection as disciplined, conscious and explicit thought, which contributed to the development of a person. He argued that reflective thought occurred when the smooth progress of normal activity, 'is interrupted by perplexity or surprise' (Roberts 2016 p.48).

Case study 1 took a constructivist approach; it investigated the P-S NESTs' prior knowledge and status of KAG (Bell and Gilbert 2005). Investigations found that P-S NESTs had no understanding at all about the existence of KAG. When asked to define what grammar is, the P-S NESTs only made references to KOG and mentioned structure and punctuation, for example: *"…The structure of a language."* (P3/13) and *"I*

think punctuation and capital letters … when it comes to grammar." (P12/13). From the outset, no mention was made of the rules of language.

Reflective comments produced by P-S NESTs, after taking the initial test and receiving a mark, demonstrated that their thinking had been interrupted (Roberts 2016). Prior to the initial test, the P-S NESTs reported their grammar as being 'good' or 'OK'. External influences shaped their thinking, for example: *"I studied English at A level, I got a B…"* (P50/14) and *"Used all my life, passed my 'A' level…"* (P59/15). However, when asked to demonstrate ability, their thoughts were disrupted. P-S NESTs' average initial test mark was poor (M=11.73, SD=12.80) and in terms of the KAG required for TESOL, the test was basic. The labelling of nouns and pronouns with metalangugae could not be demonstrated (M=5.33, SD=8.10), the subject and object of a sentence could not be identified (M=8.79, SD=24.26) or defined (M=3.85, SD=11.93) and an understanding that there are 12 verb tense forms was non existent (M=.00, SD=.00). Noticeably, all P-S NESTs wrote that there were three verb tense forms: the past, present and future. The findings came from from 91 P-S NESTs, who completed the same questions and test from 4 different cohort years in 2013-2014, 2014-2015, 2015-2016 and 2016-2017, where no anomoly between the groups was found.

All P-S NESTs changed their feeling of KAG to *'poor'* on receipt of the initial KAG test result. A crisis of confidence was a main theme that emerged, *"Shocked at actually how little I know…"* (P21/13). Some demonstrated low self-efficacy, *"I was convinced I knew but I haven't got a clue."* (P36/14) and some made requests for education, *"I need a lot of help"* (P34/14). The findings clarified the P-S NESTs were not aware about KAG.

In terms of constructivism, when learners realise that their current level of knowledge is unsatisfactory, new learning can be achieved, when the correct conditions are in place (Posner et al. 1982). Lewin (1946) saw change in self-concept as inseparable from effective action. He tells us that problems need to be tackled in terms of practicalities, where effective action can result in success from a change in perspective about something being created.

The initial test and reflective comments acted as a baseline to enable learning. Through conversation with the lecturer, the P-S NESTs understood why their KAG level was unsuitable for TESOL and that their lack of knowlegde was not their fault. The process provided them with a 'stating point' from which KAG development could occur, as shown in the the diagram below.

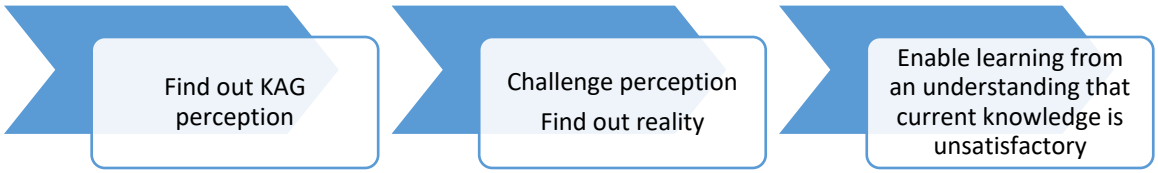


Figure 7.1: Constructivist process of case study 1

The inclusion of P-S NNS data, to contextualise the P-S NESTs findings, was important in case study 1. From learning English as a second language, a more competent understanding and awareness of KAG was demonstrated. The P-S NNS referenced both structure (KOG) and rules (KAG) in their definitions of grammar, for example: *"Grammar is the system of a language"* (PNN26/14) and *"Grammar is the composition of rules …"* (PNN2/13). Unlike the P-S NESTs, the P-S NNS demonstrated a complete understanding of what grammar is. Feelings about their grammar, as being 'good' or 'OK' were related mainly to confidence from intrinsic motivation; they had worked hard studying English and were able to understand ability within themselves and demonstrate high self-efficacy, for example: *"I have been learning English for many years … I study English every day"* (PNN34/14). The feeling remained the same after the initial KAG test, for example, *"As I said, it is good"* (PNN10/14), where the P-S NNS scored significantly higher (M=53.78, SD=21.41) than the P-S NESTs (M=11.73, SD=12.80). Importantly, findings from the P-S NNS highlighted the impact of prior KAG learning.

Case study 1 added and agreed with previous research associated with P-S NESTs' and P-S NNS' KAG levels and perceptions. The initial test found P-S NESTs' KAG levels to be weak as with previous research findings (Alderson and Horak 2011; Andrews 1995; Andrews 1999; Bloor 1986; Borg 2003; Chandler, Robinson et al. 1988; Myhill, Jones et al. 2013; Sangster, Anderson et al. 2013; Williamson and Hardman 1995; Wray 1993). The P-S NNS demonstrated a stronger KAG level on arrival to P-S TESOL, as in previous research findings (Johnson and Poulter 2015). In addition, as in previous findings, the P-S NESTs' perception of knowledge did not match ability (Sangster, Anderson et al. 2013, Webb 2016). So while case study 1 did not create new knowledge in terms of understanding P-S NESTs' KAG levels and perception, it did create new knowledge because of the time the research was undertaken. It highlighted that there was no change in UK NS' KAG since the re-introduction of grammar in secondary school syllabi (DfEE 2014). The revival, which focuses on meaning and the consequence of linguistic choice (Crystal 2007), has no impact on the specific grammatical knowledge required for TESOL.

The findings matter because of the need to understand, use and apply KAG in TESOL. Its need for the development of TLA to enable teachers to: anticipate L2 learners' language problems, pitch learning at an appropriate level and interpret course books and materials appropriately (Edge 1988, Wright and Bolitho 1993, Cullen 1994, Thornbury 1997, Trappes-Lomax and Ferguson 2002, Andrews 2003, Andrews 2012). Commentators are concerned that P-S TESOL education is not suitable for NS because of the small amount of time dedicated to explicit KAG study (Borg 2003, Ferguson and Donno 2003, Brandt 2006, Hobbs 2013). In addition, the findings in case study 1 agree with Hobbs (2013) in that NS need more time dedicated to KAG In P-S TESOL education.

Overall, study 1 demonstrated that in reality the P-S NESTs were unaware of KAG. A nominative ontological position was taken, where concepts are an individual creation and social reality is relative. Therefore, the manner in which the P-S NESTs perceived their initial test results were considered. Epistemologically, the intrepretivist position was taken, which attempted to discover perceived or possible meanings drawn from a positivist position. Generalisations can be drawn from case study 1 to represent a larger UK NS population, who experience the same lack of KAG education in secondary education. How many proficient and competent NS think about KAG when arriving onto P-S TESOL education? The opportunities of global travel and easily gained employment appeal to a diverse range of people: university graduates, teachers who would like a change and retired individuals who would like a challenge (Senior 2006). A generalisation from case study 1 and previous literature is that all UK NS would lack competence in KAG.

7.2.1: Limitations of case study 1

All research has limitations (Conroy 2018). Case study 1 was challenging for a number of reasons, which included a number of areas: my role as an authoritative figure, prior understandings of the subject area, the repetitive nature of the data collections and methodological, contextual and procedural constraints. My role as an authoritative figure needed to be carried out with care because on the first meeting with the participants, I asked them to state their understandings and feelings about their KAG, both before and after asking them to complete the initial test to demonstrate their KAG ability. However, prior knowledge from literature, an understanding of secondary school education, the pilot study, personal experience and the repetitive nature of data collections, over four years, meant that I already had an understanding about the potential outcome. Ethically, I had a strong responsibility to protect and respect the participants, which was undertaken by following principles set out by B.E.R.A (B.E.R.A 2011).

Methodologically, there was a very small window of time for the data collection to take place, which was before any information about KAG was given. Tickle's (2001) work about needing to know and needing to protect, in order to act professionally acted as good ethical guidance because, if the reasons for asking

the questions had been disclosed before the data collection, the research would have failed (Richards 2003). It was important that the participants could act naturally when responding. After the initial test, I needed to protect the participants, which was undertaken through conversation covering reasons why their KAG was as it was, which left the participants feeling reassured and happy. Over 4 years, only one P-S NEST asked for her data to be excluded from the collections, which was fine.

Contextually, the P-S NESTs did not necessarily have a strong desire to take P-S TESOL, due to the non-compulsory nature of the subject area in their chosen degree. The findings therefore represent UK NS, which is wider than those with an interest in TESOL. Procedurally, I think the word 'test' was problematic and a future recommendation would be to call it a 'questionnaire', like Bloor's (1986) work. I believe it would give the process a more experimental nature.

7.3: Discussion of case study 2

In constructivism, new learning is achieved when learners recognise that their current level of knowledge is unsatisfactory, which was highlighted to the P-S NESTs in case study 1. Individuals learn by constructing their own knowledge because, 'concepts cannot be transferred from teachers to students, they have to be conceived' (von Glasersfeld 1989 p.122). Gaining knowledge is something which requires involvement and interaction with the environment. Case study 2 examined the influence the KAG programme had on P-S NESTs' KAG. A cognitive constructivist approach was used for the design and teaching because of the importance for individuals to construct knowledge (Piaget 1953). Posner, Strike et al's (1982: cited in Hodson and Hodson 1998) view of constructivism to enable learning, where conceptual change can be achieved if the correct conditions are in place was applied. The KAG programme's learning content was intelligent, plausible and fruitful. The teaching ensured social interaction, which is an underlying principle of constructivist teaching, occurred. In my teacher role, I provided input as the expert resource and language guide: I elicited previously studied metalanguage, provided challenges, puzzles and tasks, and set up pair and group work activities. The approach encouraged the participants to find out things for themselves by participating, questioning, recording information and demonstrating knowledge.

Five types of assessment were contained in the KAG programme. Assessment in constructivism is not imposed or transmitted but created through learning activities because meaning is constructed (Biggs and Tang 1998). Dewey (1916, 1938) tells us that knowledge emerges only from situations in which learners have to draw on understandings and apply them to a meaningful experience; the P-S NESTs drew on KAG learned and studied for tests and applied it to their project work. Whilst the KAG tests were graded, they were also formative and guided participants about their learning levels. The constructivist approach taken in the KAG programme is visually presented in the following diagram.

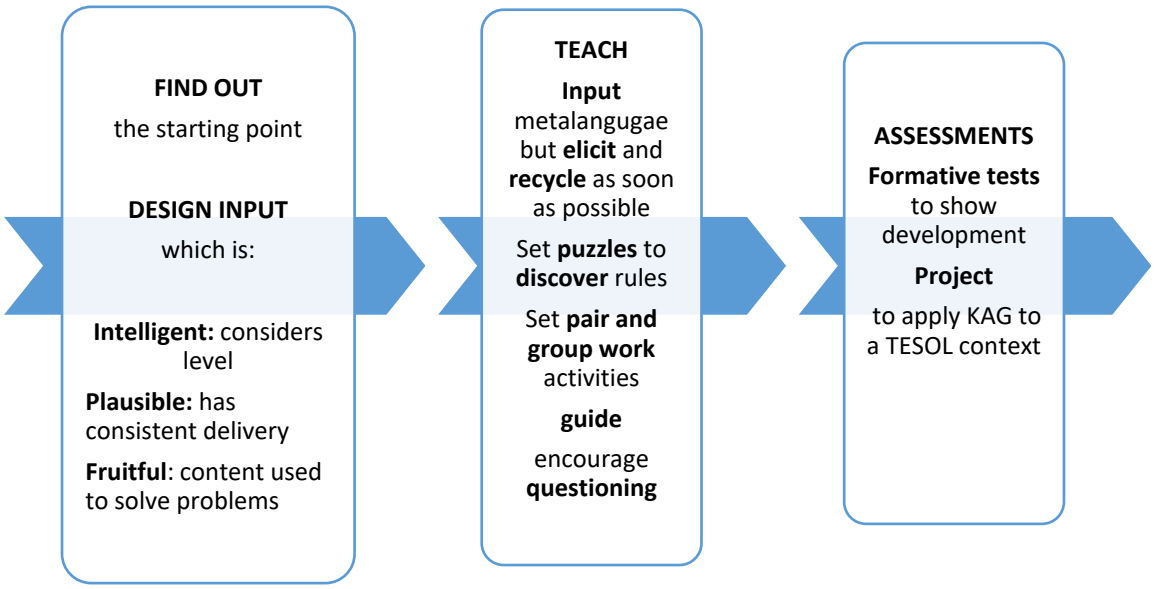


Figure 7.2: Constructivist approach to KAG teaching

Hislam and Cajkler (2005) did not see participants' KAG develop from a pre-course but claimed the course was too short. However, the KAG programme was not too short, it had 48 hours of scheduled (lessons), 52 hours of directed study (for homework and revision) and an additional 100 hours for independent study, should it be required and findings demonstrated that KAG did develop. Data were collected from the same P-S NESTs as in case study 1. No anomaly was identified between the level of learning gained between the groups, which confirmed the content was appropriate and the assessments were valid and reliable.

The test re-run demonstrated that gaining basic knowledge is very achievable from study, which agrees with Bialystok, who said learning KAG could happen, 'at any age' (Bialystok 1994 p.566). It was demonstrated by the P-S NESTs gaining a significantly higher result on the re-run of the initial test contained in test 4 (M=81.75, SD=14.56) than on their first day (M=9.78, SD=10.43).

Dewey (1938) tells us, knowing knowledge is different from the ability to apply it intelligently, which was tested in the project. Bigelow and Ranney (2005) questioned the dichotomy of learning KAG and using it within a real teaching context, where real language examples add a level of complexity from those that are neatly presented in a pre-course KAG study environment. However, the KAG programme's project used real L2 learner's writing, graded at IELTs level 5.0. Whilst the P-S NESTs' results demonstrated that it was challenging, it was successfully completed: there was a significant difference (p=<.010) between

the average mark of the 4 tests (M=65.86, SD=16.81) and the mark received for the project work (M=53.86, SD=16.80).

Another key finding from case study 2 emerged from data which looked at the difference between the P-S NESTs who decided to proceed onto P-S TESOL education and those who did not (re-named as NS). There was a significant difference between the marks achieved on every piece of assessment: on tests 1, 2, 3 and 4 and the project work. For example, in test 2, there was a 16.57% difference in the average marks the P-S NESTs achieved (M=71.38, SD=14.61) and NS achieved (M=54.80, SD=21.62). The differences were heightened through how each group felt about their KAG at the end of the programme. P-S NESTs demonstrated high self- efficacy, for example *"I know how to explain a lot of grammar issues by using the proper terminology."* (P30/13) and *"I'm fairly good, still lots of room for development"* (P41/14). The findings support Malderez and Wedell's (2007) concept development theory, where engagement, mental activity and effort are required from an understanding that there is more to know. Alternatively, the NS demonstrated a lack of confidence, *"I'm OK. I just found grammar difficult"* (NS32/13) or lacked interest, *"I'm OK, didn't spend enough time on it, and prefer writing poems."* (NS65/15). The findings highlighted that motivation and hard work was required to succeed.

From the KAG programme, P-S NESTs were able to make an informed decision about whether to proceed onto P-S TESOL education or not, from practical exposure to part of the linguistic knowledge base required for it, which is 'immense' (Hudson and Walmsley 2005 p.616). Senior (2006) tells us there is a significant number of trainees who lack knowledge of the structures of the English language and find it difficult to identify contexts that demonstrate how particular structures are used. However, from undertaking a pre-KAG programme, the P-S NESTs do not enter P-S TESOL with the level of KAG ignorance identifiable in many. In general, the volume of KAG required is not made visible prior to TESOL education and P-S NESTs need to discover and learn it themselves, which from personal experience is not constructive.

7.3.1: Limitations of case study 2

Data for analysis in case study 2 were collected from a real learning environment. It would be difficult to replicate the research, unless a structured KAG programme was in place to analyse results from assessments contained within it. In addition, access to L2 learners' writing samples would need to be sourced. The KAG programme was delivered to larger groups of participants than the smaller groups typically associated with global TESOL education providers (CELTA 2013), where the maximum cohort number is around 12 people. Therefore, the module containing the KAG programme could have failed to provide certain participants with the additional mentoring and support on an individual basis that was

required. Over the four years of data collection, 42 P-S NESTs decided to proceed onto second year P-S TESOL education and 31 NS decided not to. The scenario had the potential to distort results examining the influence of the KAG programme on KAG levels and perceptions because of the NS motivation levels. However, the results are useful because findings can be examined in terms of the effort and motivation required by UK P-S NESTs to gain KAG. Procedurally, it would have been beneficial to re-ask subq1 (what is grammar?) in the final test, because a potential change in the P-S NESTs' definition of grammar could have been examined.

7.4: Discussion of case study 3

Six lesson plans, six reflective summaries and one interview from 10 P-S NESTs contributed to data for case study 3. The third year P-S NESTs were from two different cohort years, five from 2015-2016, who participated in case study 1 in 2013 -2014, and five from 2016-2017, who participated in case study 1 in 2014-2015. Case study 3 provided the longitudinal focus to the research as it explored the impact of the KAG programme on the development of awareness for grammar teaching during the practicum.

Reflection was the constructivist process undertaken throughout the practicum, which encompassed reflection-for-action, reflection-in-action, and reflection-on-action. Richards and Lockhart (1994) tell us that teaching experience alone is insufficient as a basis for continuing development and self-inquiry and critical reflection can produce deeper understandings of teaching. The central reason for reflection is to gain awareness of teaching beliefs and practices (Gebhard and Oprandy 1999). Findings, new knowledge in association with literature and constructivist insights are presented in accordance with each type of reflection.

Reflection-for-action

In the practicum, reflection-for-action took place during the planning stage (Burton and Barlett 2009) and needed both procedural and declarative knowledge to be thought about when planning weak or strong CLT lessons. The plans allowed the P-S NESTs to consider previous lessons' successes and failures and enable development through trial and error. Burton and Barlett (2009) tell us how writing is recognised as an effective process of reflection to ensure processes run smoothly. A social constructivist approach was applied to the planning stage, where a discussion to scaffold the writing took place with a lecturer before the completion of its writing.

Roberts (2016) expresses the importance of input in constructivism, which needs to be filtered and then personalised. However, he states that the input is strongly affected by learning opportunities. The KAG

programme provided an opportunity to learn about KAG, which was filtered and personalised to create plans, language analyses and design materials as the following summaries highlight.

Sub-theme 3.1* 'developing planning knowledge through selecting and grading language and breaking down grammar points for teaching purposes' (M=3.70, SD=2.11, min=1.00 and max=7.00) did not feature strongly in the analysis. This is a research limitation (elaborated on in section 7.4.1). In fact, very detailed plans and language analyses were produced by the P-S NESTs. The planning process was used to: (1) consider lesson content, as seen in sections of plans (appendix 16, fig 6.10 and fig 6.11), (2) break down the language (fig 6.3 and fig 6.7), (3) plan an eliciting approach based on potential different answers that the learners would provide (fig 6.12), (4) undertake research and teach a grammar area not covered in the KAG programme (fig 6.4, fig 6.5 and fig 6.8) and (5) design new materials (fig 6.9).

Sub-theme 3.2* 'developing planning knowledge through anticipating learners' grammatical difficulties' (M=3.70, SD=2.16, min=0.00 and max=3.00) highlighted how KAG was used to undertake language analyses. The process was developed in year 2 TESOL, where the KAG programme acted as a foundation for additional grammatical research to be undertaken. The P-S NESTs considered the process of deconstructing grammar necessary for teaching. P7/16 said, "*I would not have been able to go to a lesson without doing a language analysis first because I would not have known what I was talking about"* (P7/16 interview). In addition, *"You should do a language analysis before you teach … I can identify the types of problems that can occur. I think it is one of the most important parts of planning a lesson"* (P4/15 interview).

Sub-theme 4.2, 'developing growth of KAG awareness through material design' (M=7.70, SD=3.49, min=4.00 and max=14.00) emerged from inductive coding. Awareness was (1) confidently expressed and demonstrated in the production materials, *"For the sixth teaching practice, I created all my own worksheets and examples"* (P1/15 interview). (2) Evidenced through confidence to adapt materials, *"I tend to adapt things I see in books … sometimes they are a little complex… not quite fit the theme of the lesson"* (P3/15 interview) and (3) shown through a desire to undertake it, *"… because I am new … I depend on course books for examples. In the future, I hope … to create my own"* (P4/15 interview). In addition, sub-theme 4.3* 'developing growth of KAG awareness through demonstrating self-efficacy' (M=4.40, SD=.084, min=3.00 and max=5.00) was evident for planning, for example: *"I have a clear idea of what makes a successful lesson … I am also aware of why a lesson may be unsuccessful."* (P4/15 interview).
Results from previous research have not been positive about the transfer of KAG to pedogagy. Borg (2006) informed us that the transfer does not always occur because teaching involves more than just KAL. Bigelow and Ranney (2005) and Popko (2005) undertook research with American P-S teachers and found that KAG studied in a pre-course did not feature in the participants' lesson plans. They concluded

the failings were from teaching KAG as individual areas rather than combining it to pedagogy. However, from a strong KAG input, the P-S NESTs were able to filter and personalise KAG, combine it with procedural studies and use it for lesson planning as shown in the diagram below.

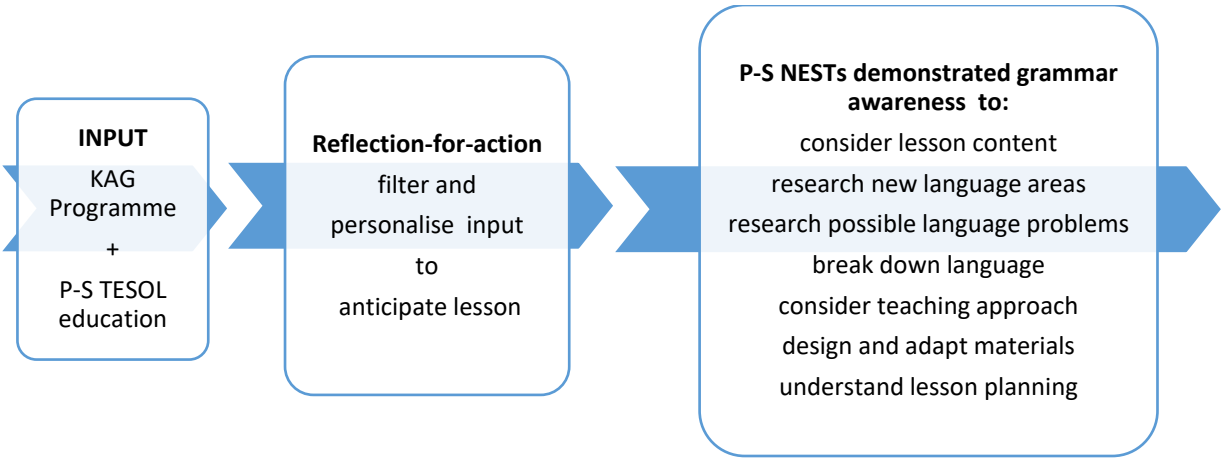


Figure 7.3: P-S NESTs' awareness demonstrations from constructivist reflection-for-action

Reflection-in-action

Reflection-in-action takes place in real-time, during the actual teaching. It involves dealing with unplannable events and is dependent on an understanding of subject knowledge and instructional routines. Farrell (2015) tells us how reflection-in-action may be problematic for novice teachers because they do not have an advanced schema to deal with unexpected events. Dewey (1938) points us towards three characteristics of reflective teaching, which are: (1) open-mindedness, which is the ability to remain open to alternative points of view, (2) responsibility, which is being aware of the consequences of our actions and (3) wholeheartedness, which is to position interactions with an open mind and to understand the professional position.

The examples given are from reflections about real time. Once again, this a research limitation whereby live recordings would have been more beneficial. However, the sub-themes relate to class time, where the development of awareness for grammar teaching was demonstrated through reflection, when the opportunity to engage in processes was avalible.

The opportunity for sub-theme 1.3* 'developing individual knowledge about the meaning of language in communication' (M=3.90, SD =5.60, min=0.00 and max=18.00) was experienced a great deal by some but not all the P-S NESTs. Those who did experience it, developed awareness from unsuccessful encounters

and demonstrated responsibility through realising more could be done with the encounter, for example: "*The focus on opinions could have been developed to look at formality."* (P2/15 reflective summary).

Constructivist theory reminds us that we need to help students to connect new learning to their previous learning and experiences and to make personal sense of it (Wells 1986). The awareness of 2.1* 'developing in-class knowledge through analysing grammar from learners' perspective' (M=7.30, SD=4.98 min=2.00 and max=17.00) was demonstrated by all the P-S NESTs. This challenges previous research, where Borg (2006) informed us that the transfer does not always occur because teaching involves more than just KAL. Findings from 2.1* highlighted three active demonstrations linking KAG to pedagogy, which were: (1) reflection on teaching error, which demonstrated responsibility, (2) the need to give more than one example to clarify new language, which demonstrated responsibility and (3) an understanding of the learner's expectations and demonstrating open-mindedness.

(1) *"The learner said, "In the future, I will be eating a lot of chocolate," using the future continuous instead of future 'will'…I had forgotten to elicit the bare infinitive that follows 'will' during the grammar exposition."* (P4/15 reflective summary).
(2) *"On reflection, I should have included more question words to demonstrate how else the tense could be used…"* (P9/16 reflective summary).
(3) *"The Chinese students that we teach like to get it right. They like to learn and improve. My case study student [*from Saudi Arabia] *doesn't like grammar. He likes being corrected then he just switches off."* (P4/15 interview).

Findings from sub-theme 2.2* 'developing in-class knowledge about dealing confidently with spontaneous grammar questions', (M=4.70, SD=1.41, min=3.00 and max=7.30), was demonstrated by all the P-S NESTs. A belief emerged that inability demonstrated bad teaching, "*The learners think you should be able to answer questions based around language because that is what you are teaching."* (P10/16 interview). Whilst the opinion indicates responsibility, P10/16 understands that a strong understanding of the grammar is important. However constructivism also reminds us that as teachers, we often stumble and learn from failures (Celce-Murcia, Brinton + Snow 2014). P5/15 undertook a lot of preparation to try to prevent not being able to answer, *"At the beginning of the lesson, I always ask myself if I am really prepared for this" (P5*/15 interview) and she felt satisfied when the process was successful, *"I feel much better when I can answer someone's question"* (P5/15 interview). Therefore, the P-S NESTs were conscious of their positions of responsibility, they took their understanding of grammar very seriously.

Andrews (2003) identified that a deductive approach is used by teachers with lower grammar levels and an inductive approach with higher levels. However, the P-S NESTs gave examples of both: *"I don't feel I have given them the opportunity to display emergent language. I stick to PPP. "* (P8/16 interview) and "*I like to think that I am able to answer, of course probably not at an upper intermediate level"* (P9/16 interview). The responses could open additional questions about confidence in knowledge as well as the impact of the KAG programme.

Findings for 2.3* 'developing in-class knowledge about 'correctness' and ability to justify an opinion about what is acceptable usage and what is not' (M=2.40, SD=1.77, min=0.00 and max=6.00) was not demonstrated by all P-S NESTs. Overall, comments veered towards grammar errors being easier to justify than meaning errors because of the rules of usage. In the following example, P2/15 felt safer when knowing something was correct with grammar:

> *"I think that is difficult to know how to group the learner's responses altogether and find patterns in the language … there are no patterns and responses… So, I find grammar easier because there is a definite answer to it."* (P2/15 interview)

The P-S NESTs were able to identify incorrect meaning usage but the occurrences were ignored because they were not equipped with strategies to explicitly explain why, which is a common coping strategy for newly qualifies teachers (Shepherd, O'Meara et al. 2016) for example:

> *"…a learner gave the words 'gets a car crash.' Although I knew what the learner had said was incorrect … I couldn't think what the correct way to say it was and I subsequently ignored it."* (P1/15 reflective summary)

The experience and reflection enabled P1/15 to think about the event. However, it highlighted that P-S NESTs need constructivist guidance to learn how to explicitly explain meanings. In addition, it questions why NS have earned a reputation as being, *'an authority'* (Braine 2012 p.3) on language, when they know meanings but are unable to explain them.

Sub-theme 2.4* 'developing in-class knowledge to explain grammar to students without complex metalanguage' (M=2.50, SD=3.06, min=0.00 and max=8.00) could also only be demonstrated from circumstance. Techniques that were studied were used, for example: (1) peer learning, "… *learner x made a grammatical error. I tackled this by eliciting peer correction, which was successful"* (P4/15 reflective summary) and (2) body language, "*To elicit the short answer … I'll use my fingers to show -she has- can be changed to she's."* (P4/16 lesson plan).

Additional examples demonstrated that awareness of beliefs emerged by (1) questioning the use of metalanguage and (2) realising the purpose of understanding KAG.

> *(1) "I told the students that the sentences were called 'zero, first and second conditional' sentences. I don't necessarily have to tell them what they are called as explaining what the function is, is more important than the terminology."* (P1/15 reflective summary)
>
> *(2) "At the very core of TESOL studies is language awareness… This is not to say this knowledge is required to teach others but it is essential in understanding* how to *teach others."* (P6/16 interview)

The KAG programme together with P-S TESOL education enabled reflection-in-action to be purposeful. It enabled development of awareness for grammar teaching, as summarised in fig 7.4.

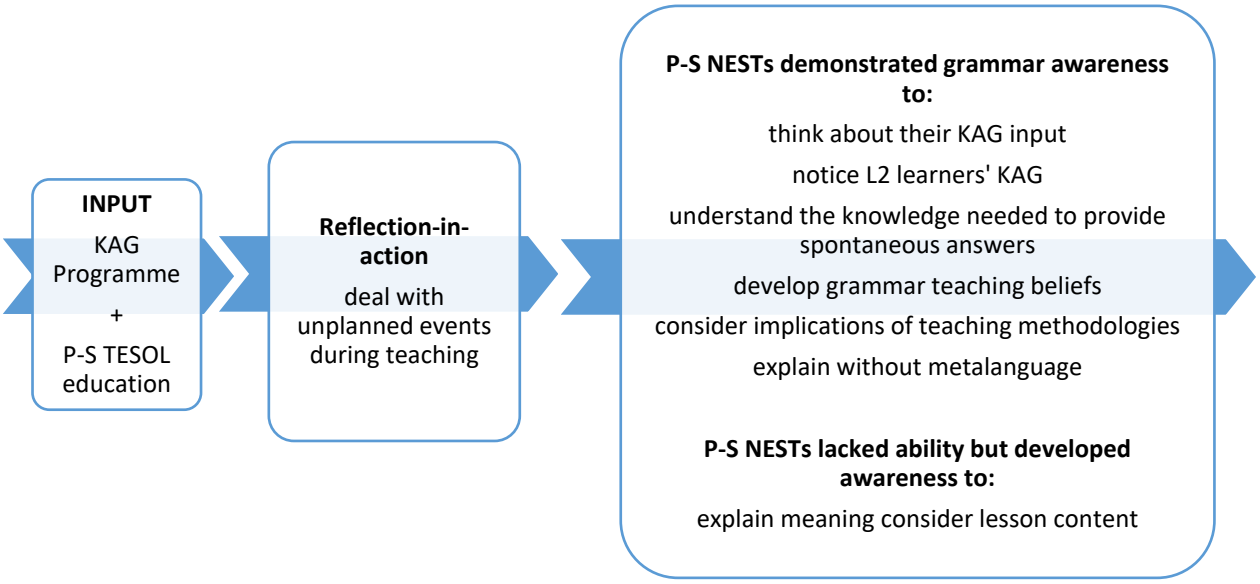


Figure 7.4: P-S NESTs' awareness demonstrations from constructivist reflection-in-action

Reflection-on-action

Reflection-on-action is retrospective and allows teachers to look back on their lessons without being in a pressured enviroment (Celce-Murcia, Brinton et al. 2014). Awareness is developed from having time to

think more closely about the impact of lesson events (Bartels 2009). Schön (1987) reports the importance of learning from experience through reflecting upon it, whilst Dewey stated that it is how we learn because 'we do not learn from experience ... we learn from reflecting on experience' (Dewey 1910 p.24). The P-S NESTs' lesson reflections were scaffolded through a series of questions to direct thoughts (for a full list, see appendix 4). In addition reflective feelings about KAG at the end of their TESOL studies were articulated during the semi-structured interview (for question types, see appendix 5).

The reflections included comments about how the KAG programme had impacted on the P-S NESTs teaching. In sub-theme 1.1* 'developing individual knowledge about grammatical terminology' (M=14.40, SD=2.01, min=12.00 and max=17.00), comments about how (1) metalinguistic knowledge and (2) metalanguage was used whilst teaching were made, for example: (1) "… *I feel I can correct someone now and explain why. I can look at words one by one to see what is wrong…"* (P1/15 interview) and (2) "*We understood the terminology from year one … Without knowing those words, I would not have been able to do the teaching"* (P9/16 interview). The P-S NESTs used KAG for teaching and also explicitly stated its importance to be able to do so.

The challenges associated with gaining KAG were made clear, which highlighted that studying KAG is not an easy task, *"There is just so much of it."* (P5/15 Interview), which agrees with Hudson and Walmsley (2005) who described the knowledge base as 'immense' (Hudson and Walmsley 2005 p.616). However, the need for KAG was expressed, "*I think the process of TESOL would be a lot easier if we all had the basis of grammar but we don't."* (P1/15 Interview). As with FL teachers, the lack of a framework of traditional grammatical terminology to use for TESOL was something they 'lamented' (Cook 2008 p.21).

Within sub-theme 1.2* 'developing individual knowledge about concepts associated with terms' (M=10.8, SD=1.03, min=10.00 and max=13.00), breaking down language for teaching was undertaken, for example: "*Within the past simple tense, verbs can either be conjugated with a regular or irregular form"* (P8/16 reflective summary). Reference was made to the learners in association with their own performances, for example: "*The learners didn't challenge me in this lesson but I could have helped more"* (P6/16 reflective summary). The P-S NESTs understanding of KAG enabled them to progress from being inward-looking, which is recognised as a common feature with P-S NESTs whilst teaching (Senior 2006) because they considered the impact of their actions on the learners.

For the P-S NESTs, KAG was a new area of knowledge, sub-theme 4.4, 'developing KAG awareness through noticing L2' learners' understanding of KAG (M=4.10, SD=1.10, min=3.00 and max=6.00) was something which highlighted KAG's cultural normality. In terms of constructivism, Wertsch (2009) considers it important to enable cultural mental functioning. The P-S NESTs noticed the learners' KAG levels during

the practicum in association with different cultures, for example: *"… it seems the Chinese students will know the rules and the formations being taught"* (P1/15 interview). "*I need grammar knowledge just to understand their questions. They have obviously learnt grammar in their home countries.* (P10/16 interview). The noticing came as a surprise, which is nicely summarised by P7/16, "*I try and think of all questions … they seem to know a lot about grammar"* (P7/16 interview). KAG is not focused on greatly in global models of P-S TESOL education. However, it is a normal part of learning English, for example;

> *"… some expect grammar or language input from the teacher … so that it feels like they are learning something… I think all conversation can have a grammar focus."* (P2/15 Interview)

The P-S NESTs indicated that their understanding of KAG needed to be used in communicative language teaching methodologies. In sub theme 4.5 'developing KAG awareness through teaching grammar with a communicative context' (M=1.40, SD=0.51, min=1.00 and max=2.00), P10/16 believed that a language focus helped to substantiate lessons' content and ensured a focus, *"I think you need some sort of language in the lesson. It can be communicative or task based … but every lesson should have a language focus."* (P10/16 interview). P2/15 articulated the importance of her learning KAG, *"If you do not have the grammar then the learners do not get correct English … it is important for us to learn about it."*(P9/16 interview). The point agrees with the use of Standard English being taught as it is a neutral form to operate from so the learners have a guideline from which to orient themselves (Gnutzmann 1999) and to compare alternative forms of the language with (Train 2003). A summary of the impact of the KAG programme for constructivist reflection-on-action is presented in the following table.

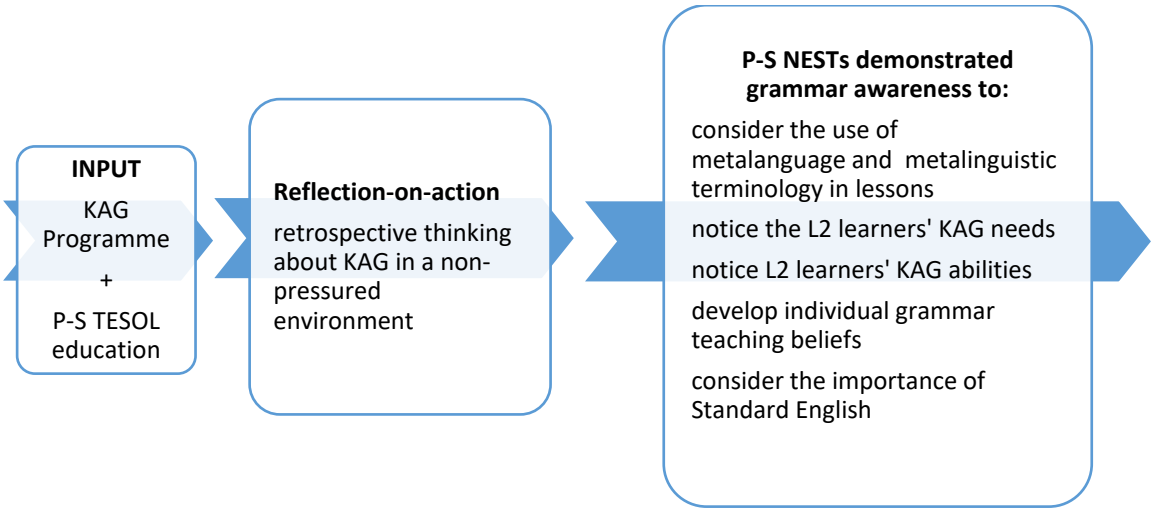


Figure 7.5: P-S NESTs' awareness demonstrations from constructivist reflection-on-action

Case study 3 findings contribute to knowledge. Results from previous research have not been positive about the transfer of KAG to pedogagy. Borg (2006) informed us that the transfer does not always occur because teaching involves more than just KAL. However, the P-S NESTs in case study 3 studied and practised procedural aspects of TESOL during their second year studies and were able to apply KAG to it. Hislam and Cajkler (2005) did not see participants' KAG develop from a pre-course but claimed the course was too short. However, the KAG programme was not too short, it had 48 hours of scheduled (lessons), 52 hours of directed study (for homework and revision) and an additional 100 hours for independent study, should it be required. The findings demonstrate how KAG enabled the P-S NESTs to plan, teach, reflect and develop.

7.4.1: Limitations and future research recommendations of case study 3

All the P-S NESTs' learning journeys were analysed from individually created data, which is a limitation because a fundamental principle of constructivist learning was not undertaken. Duffy and Cunningham (1996, cited in: Schcolnik, Kol + Abarbanel 2006 p17) tell us that that learning is a 'social, communicative and discursive process, inexorably grounded in talk' , which agrees with Vygotsky (1980), 'By giving our students practice in talking with others, we give them frames for thinking on their own' (Vygotsky 1980 p.72). Therefore, a methodological recommendation for future research would be to record and transcribe a focus group conversation about the challenges the P-S NESTs faced in gaining, using and applying KAG for collective opinions to emerge, which may add additional insights. In addition, video recordings of the P-S NESTs' teaching would enable observations to be closely analysed from live interaction rather than reflective summaries. Procedurally, electronic versions of the P-S NESTs' lesson plans would have been productive as they could have been included in the NVivo analysis with ease. In addition, sub-theme 1.4* developing individual knowledge about how language works, would have been more strongly represented and examples for other sub-themes may have emerged.

In addition, a final methodological recommendation is to undertake observations of grammar teaching within secondary schools, from which a stronger understanding about the lack of connection between the two forms of education could be identified.

Conclusion

Conclusion

8.1: Concluding thoughts

The research asked: What impact does an enhanced KAG focus have on UK P-S NESTs' TESOL education? Mixed method research was undertaken to evaluate a KAG programme, which P-S NESTs undertook at a UK university prior to TESOL education. In Lewin's (1946) work on social perspective into curriculum inquiries and teacher development, he believed that elements that would constitute a research project need to include:

- 'a problem of real meaning to all participants
- Their commitment to its resolution
- Involvement of participants at each stage as a prerequisite for change
- Participants taking responsibility for change and the monitoring of the change
- An emphasis on group processes and group decision-making at each stage in order to clarify problems and to commit participants in action' (Lewin 1946 :cited in Roberts 2016 p.41)

The P-S NESTs' reflective comments demonstrate the suitability of undertaking the research as they perfectly fit with Lewin's model. Not understanding KAG was a real problem for the P-S NESTs, for example: *"There is just so much of it*" (P5/15 Interview) and "*It was a lot bigger than I originally thought … It proved to be a lot to take in."* (P3/15 interview)

P2/15 indicated her participation for change, "*It's really, really important…"* (P2/15: interview) and P7/16 elaborated further, she said:

> *"I would not like to think what it is like for a teacher to go into a lesson without the grammar knowledge that we have had. That must be horrendous. Their poor learners must get so confused. You cannot learn it from a textbook, you just can't.*
> (P7/16 interview)

The P-S NESTs were involved in every stage of the research process. They understood the importance of having a strong foundation in KAG, for example: "*… even if you are not doing a grammar lesson anything could crop up… so it is very important to have a good knowledge base" (P4/15: interview)* and P6/16:

> *"At the very core of TESOL studies is language awareness … Without it, we have no ammunition. This is not to say this knowledge is required to teach others but it is essential in understanding how to teach others."* (P6/16 interview)

Collectively, the P-S NESTs clarified that the research and the KAG programme were required. Whilst the importance of the KAG programme was stated, it did not generate a false belief of them thinking they knew everything, "*I guess my knowledge now, despite year one, pales in comparison to actually how much there is to know, mmm."* (P7/16 interview). In terms of constructivism, 'the most important attitude that can be formed is that of desire to go on learning.' (Dewey 2007 p.54) .

The new contribution to knowledge was demonstrated through the P-S NESTs' reflections. The impact of an enhanced KAG focus on TESOL enabled P-S NESTs to demonstrate a developing grammar awareness during the practicum to:

- consider lesson content
- research new language areas
- research possible language problems
- break down language
- consider teaching approach
- design and adapt materials
- understand lesson planning
- think about their KAG input
- notice L2 learners' KAG
- understand the knowledge needed to provide spontaneous answers
- develop grammar teaching beliefs
- consider implications of teaching methodologies
- explain grammar without metalanguage
- consider the use of metalanguage and metalinguistic terminology in lessons
- notice the L2 learners' KAG needs
- notice L2 learners' KAG abilities
- develop individual grammar teaching beliefs
- consider the importance of Standard English

This offers a solution to the problem identified by Senior (2006), of trainees lackING knowledge of the structures of the English language and struggling to identify contexts that demonstrate how particular structures are used. However, because a strong foundation in KAG was in place, the P-S NESTs leapfrogged over many of the common issues identified in initial teacher education.

8.2: International Contribution

The research findings can be applied to an international context. Generalisations have been made from case studies undertaken with UK NS, who do not study KAG in secondary education. Within the research, the term NS has been used in association with definitions from the pre-1990s, before English became the global lingua franca. Outside of the UK, the term would need to consider more contemporary associations, variations and interpretations to encompass its dynamic and versatile nature. However, the research undertaken here suggests that KAG held by individuals is more important than their NS/NNS status. Internationally, it is more important to think out the type of school education that P-S teachers have received and find out if KAG can be demonstrated.

8.3: Implications for TESOL course providers: how could TESOL be developed?

Case study 1 challenged perceptions of KAG held by NS by asking them to complete an initial test. From the approach, the reality of their KAG levels did not match their perceptions. The KAG was taught and all P-S NESTs started P-S TESOL education with a strong KAG foundation. Whilst studying procedural aspects of the TESOL, KAG could be applied, considered and further researched. The KAG programme was considered essential by P-S NESTs. From the research, I would recommend that all P-S teachers need to demonstrate, through certification, that KAG has been studied before entry onto P-S TESOL education is granted. In globally recognised markets, the entry criteria onto P-S TESOL education is the same for P-S NESTs and P-S NNS, where an awareness of language and competence in writing and speaking is asked for (Johnson and Poulter 2015). However, NNS need to prove their levels are at CEFR, C1 or C2 level (Cambridge English 2014), whereas at the moment UK NS do not.

Wedell (2009) tells us how educational change requires the beliefs of teachers, students and educational leaders to accept alternate and different ways of teaching and learning, when current systems are considered unsatisfactory. Tudor (2003; cited in Wedell 2009 p.22) tells us that the change processes needs to take an ecological perspective, which considers factors that influence thoughts about how beliefs develop. It questions what people want, think and expect from education.

The P-S NESTs' comments demonstrate their beliefs of studying a pre KAG programme. The research can be condensed to a White Paper of 3,000 to 5,000 words, to influence policy-makers' beliefs, for example: The Royal Society of Arts, The British Council, Cambridge CELTA and Trinity College London, about a solution to a problem that has been in existence for over 30 years. My personal recommendation is that potential candidates are interviewed for their suitability for TESOL education and then during matriculation need to provide certification to demonstrate that KAG study has been successfully completed. Should this not be the case, then a pre-KAG course (or pre-language awareness course, to include other areas, for example: lexis and phonology) needs to be successfully completed before entry onto P-S TESOL education is granted.

Based on the KAG programme outlined in chapter 2, an intensive one month KAG programme would be challenging but just about doable as outlined in the figure below. However, an extended version would be more realistic.

4 weeks, 4 days a week	3 hours per day	48 hours contact time for KAG input, consolidation, tests
4 hours x 16 days for non-contact , directed study = 64 hours (for example: afternoons Monday - Thursday) 7 hours x 4 days for independent study = 28 hours (for example: Friday all day) 7 hours x 8 days for independent study = 56 hours (for example: weekends) TOTAL = 196 hours		

Table 8.1: Time allocation for intensive KAG programme

A potential process for P-S TESOL education is presented in the diagram below.

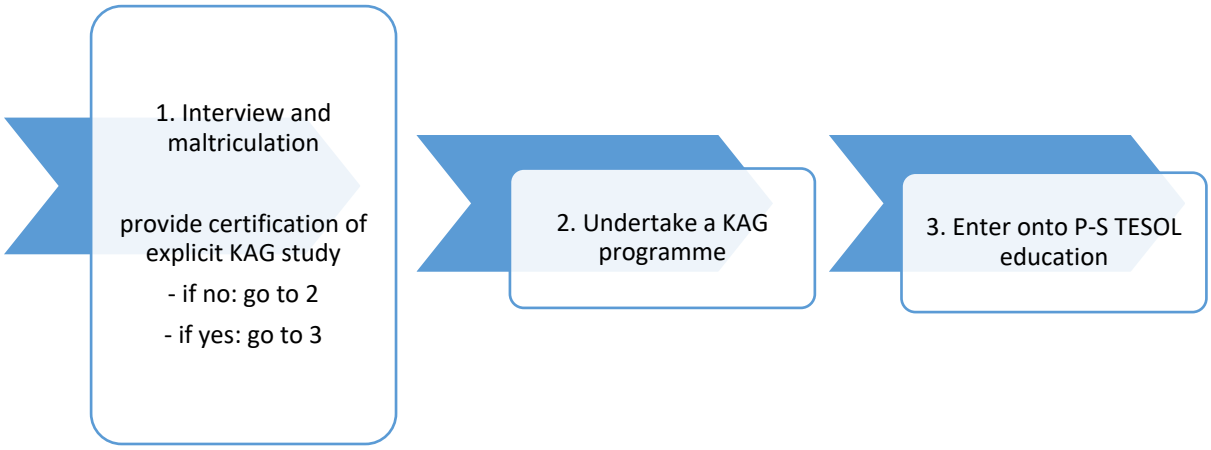


Figure 8.1: Process to gain place onto P-S TESOL education

TESOL is a global market for which there is a huge demand for teachers. Potential teachers are drawn to its attractive employment and travel opportunities (Senior 2006) and gaining certification to teach and travel from a short course is achievable and what people want. A global understanding is that short courses provide individuals with the basics of teaching, from which they can develop professionally, whilst in employment (Tsui 2003). Provision is available to accommodate in-service development, for example, CELTA has a 'Teaching Knowledge Test' (Cambridge English 2014), which is a modular, on-line course system for novice teachers to demonstrate their developing language skills through tests whilst in-service. A module titled 'Language knowledge and awareness for teaching' tests understandings of metalanguage and provides strategies to develop language awareness. Whilst learning about grammar is a life-long journey and such courses may benefit individuals, the starting point is really something that needs more consideration.

Currently, the need to ensure KAG is developed lies in the hands of employers. Companies need to ensure that newly certified NS are given in-house education, time and funding to undertake additional study, from the understanding that initial certification needs to be developed.

Teacher educators are often governed by employers about what to teach. Whilst their awareness about NS lack of KAG may be recognised, an ability to change teaching content is not always within their power. However, for teacher educators, who work at a university, research can lead to curricular content changes and it is within an individual's power to create change. Whilst over 30 years of research has pointed out that UK NS' KAG is poor, more research is required to demonstrate how the situation can be solved rather than being continuously spoken about. Recommendations for research to enable the process for change to occur follow in the next section.

8.4: Recommendations for further empirical work

Additional research would enable conversation and additional insights about the development of awareness for grammar teaching, which could lead to the beliefs of teachers, students and educational leaders realising how important a strong KAG foundation before P-S TESOL education. Suggestions of areas to investigate, examine and explore through additional research are:

(1) A replication of the three case studies, by a university that teaches a KAG programme in some form, would be useful to compare findings from deductive coding and to find out if additional and different areas of awareness develop from inductive coding.

(2) An exploration of awareness for grammar teaching during the practicum by P-S NESTs who have not undertaken a KAG programme. A comparative study between those who have and those who have not

undertaken a KAG programme, would provide a stronger understanding of its benefits. However, it would be ethically challenging to produce a written paper.

(3) An exploration of P-S NNS' awareness for grammar teaching to find out the impact of years of KAG study.

(4) An investigation into the P-S NESTs' change of identity from the KAG programme. Case study 1 emotionally challenged the P-S NESTs, case study 2 ensured effective engagement with KAG and case study 3 demonstrated the impact of the KAG programme on the development of awareness for grammar teaching. How does this affect P-S NESTs' identity? What is the personal impact of effective engagement?

8.5: Concluding remarks

So, where do my case studies leave us? The impact of the case studies, according to my ontology and epistemology has been made clear. When continuing my research into areas associated with NS' language awareness for grammar teaching, I need to be open to alternative interpretations of what I find because as Denzin and Lincoln (2003:cited in Hanks 2017 p.33) tell us 'all research is interpretive'. I am a late career researcher who embarked on a PhD to find out if the KAG programme that I was continuously developing was beneficial to the P-S NESTs. The constructivist approach that I took created a jigsaw, which was pieced together by a framework for development in stages, over three academic years. I tried to explain my reasons for the P-S NESTs studying KAG prior to TESOL because it is fundamental to the discipline but initially it was at the cost of covering seemingly excessive (but actually minimal) KAG content. Constructivist principles were in place to ensure the KAG programme's design and content were appropriate for the P-S NESTs to construct, gain and demonstrate KAG from their own mentally created frameworks. During second and third year P-S TESOL, constructivist principles were used to encourage the P-S NESTs to actively use their KAG when studying procedural knowledge required for TESOL. From the approaches, P-S NESTs, who study the KAG programme at a UK university, can become novice teachers and be able to demonstrate to employers, "I know and I can explain".

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Appendices

Appendices

Tables

Figures

1: Initial KAG test with answers and marking criteria

Marking: 1 mark is given for each correct point made, total marks = 50 marks (**answers in bold**)

SECTION 1: Label the underlined words in the sentences with a grammar term

	Sentence	Grammatical term **ANSWERS**
Example	Cardiff is the capital of Wales.	**Proper noun**
1	The little boy likes ice-cream	**Compound (1) noun (1)**
2	Yawning is addictive.	**Gerund (1)**
3	I'd like two apples please.	**(Plural, countable) concrete (1) noun (1)**
4	The gentleman lived in China for two years.	**Definite (1) article (1)**
5	It's mine!	**Possessive (1) pronoun (1) (1st person singular)**
6	He loves the new mini cooper car.	**Subject (1) pronoun (1) (3rd person singular)**
7	The book belongs to her.	**Object (1) pronoun (1) (3rd person singular)**
8	Their phones have been stolen!	**Possessive (1) adjective (1) (3rd person plural)**
9	We are enjoying ourselves.	**Reflexive (1) pronoun (1) (1st person plural)**
10	She'd like a new handbag for her birthday.	**Indefinite (1) article (1)**
11	___ Fruit is good for you.	**Zero (1) article (1)**
12	Mrs Thomas likes cats.	**Proper (1) noun (1)**
13	His childhood was fabulous.	**Abstract (1) noun (1)**

SECTION 2:

14. Define a the subject of a sentence

- **The person, thing or situation which acts on the verb, which causes the action of the verb to happen(2) (or 1 mark for a shorter correct version)**

15. Underline the subject in the sentence.

- **The man wearing the blue cardigan** is tall**.(1)**

16. Define the object of a sentence

- **It is the place, person or thing which received the action of the verb.(2) (or 1 mark for a shorter correct version)**

17. Underline the object in following sentence.

- He bought his girlfriend **a watch** for her birthday. **(1)**

SECTION 3: Answer the following questions:

18. How many verb tense forms are there? **12 (1)**

19. Name the verb tense forms. (12)

- **Present simple, present continuous, past simple, past continuous, present perfect simple, present perfect continuous, past perfect simple, past perfect continuous, future simple –going to and will, future continuous, future perfect, future perfect continuous**

SECTION 4:

20. Define the active voice

- **Active voice says what the subject does. (1)**

21. Define the passive voice

- Passive voice says what happens to the subject.(1)

SECTION 5: Give one example of the following parts of speech

22. Preposition - **for example: in /on / under (1)**

23. Conjunction – **for example: and / but / however (1)**

24. Adjective – **for example: quick / beautiful /good (1)**

25. Adverb – **for example: quickly / beautifully / well (1)**

FINAL MARK ... / 50

2: Ethics form 1

Ethics form

DATE:

Rhian Webb: Senior Lecturer TESOL/English, University of South Wales

Research focus: Native speakers' knowledge about grammar in pre-service TESOL education

- I confirm that I understand the purpose of the research as a result of being informed by Rhian Webb and that I have had the opportunity to ask questions relating to it.
- I understand that my contribution is voluntary.
- I understand that the data gathered may be stored electronically and used for future research.
- I understand that all the research findings will be anonymous and that my name will never be associated with any data.
- I agree to the use of my quotes in publications and understand that they will be presented anonymously.

Name of researcher: Rhian Webb

Signature:

Name of participant	
Age	
My first language is ...	
I went to a Secondary School in England /Wales /Poland /...	
In school I studied (name language) at 'A' level	A level:

Participant signature:

Date:

3: Ethics form 2

Ethics form

DATE:

Rhian Webb: Senior Lecturer TESOL/English, University of South Wales

Research focus: Native speakers' knowledge about grammar in pre-service TESOL education

- I confirm that I understand the purpose of the research as a result of being informed by Rhian Webb and that I have had the opportunity to ask questions relating to it.
- I understand that my contribution is voluntary.
- I understand that the data gathered may be stored electronically and used for future research.
- I understand that all the research findings will be anonymous and that my name will never be associated with any data.
- I agree to the use of my quotes in publications and understand that they will be presented anonymously.

As a result, I give permission for all data associated with me from my undergraduate TESOL studies to be used for research purposes. This includes all test and assessment results and interview data.

Name of researcher: Rhian Webb

Signature:

Participant Signature:

Date:

4: Lesson reflection guidelines

Self- evaluation questions and topics for the reflective summary

The questions below may serve as useful guiders in helping you to reflect on your live teaching practice. It is **not** necessary (nor always logical) to answer all of the questions for all of the reflections. Rather they should be used to stimulate your thinking about the teaching and learning process. Many of the questions can be considered *before* the lesson, as an aid to careful planning. From what you study on the Developing the TESOL professional module, you may find that you have more to say, more to comment on as the year progresses.

- Were the tasks and activities in your class at an appropriate intellectual level to stretch and challenge the learners?
- What meaningful language did it provide?
- Were there opportunities for learners to provide their own input / ideas in the lesson?
- Did you make any provision for the learners who finish activities quickly – or those who may struggle with an activity?
- What evidence did you see / hear that learners were interested and stimulated by the lesson?
- Were any learners less involved? Why?
- Which of your aims were achieved? How do you know this?
- Were there any moments when you reacted to spontaneous language needs? Were you comfortable doing so? Why / why not?
- What have you learnt about teaching from carrying out this lesson and reflection?
- Also, you may wish to articulate your thoughts on the following areas:
- How examples of your classroom practice reflects your beliefs about language teaching and learning.
- Any milestones / incidents in your teacher education that can be seen as turning points in your teacher education.
- A description / explanation as to what type of teacher you believe you are.

Reflective account

When drafting each reflective account for your portfolio, please refer to the self-evaluation questions. In addition, the following areas can be considered when appropriate.

- Why did you decide on the materials used – what influenced your choice?
- Did any particular approach / methodology or theory of learning influence your planning decisions? How?
- Discuss how your lesson stages incorporated (or not) ideas encountered in the TESOL literature.
- What do you feel you did well during the session? Why?
- What, if any, areas do you feel did not go so well? Do you have any suggestions for how you may do things differently next time?
- To what extent do you feel the aims of your class were met? What do you base your answer on?
- How comfortable did you feel in doing 'spontaneous' language work? For example, were you able to do a reactive focus on form?
- Was your teaching experience different to what you expected? How?
- If you taught a grammar based lesson, how much time and preparation was involved? Were you comfortable eliciting student responses and providing spontaneous explanations?

5: Questions used to guide the semi-structured interview

- How do you feel about studying grammar before P-S TESOL education?
- What grammar did you learn in school?
- What grammar did you learn in year one?
- As a result of year one, have your feelings about KAG changed?
- How did you deal with grammar before year one studies?
- How did year one grammar studies contribute year two P-S TESOL education?
- How did KAG contribute to you doing a PPP and TBLT lesson in year two?
- How did KAG contribute to you using other teaching methodologies?
- In year three, how did you approach lesson planning?
- Which teaching methodologies did you use?
- How is grammar positioned within the methodologies?
- How did you prepare for language in your lesson?
- How often did you need KAG in your lessons?
- Have you undertaken any spontaneous language correction? How did you feel when asked?
- How do you think the learners feel about studying grammar?
- How do you feel about your KAG at the end of your TESOL studies?
- How does it compare to the first day of undergraduate studies?
- Is KAG education important for TESOL?

6: Contributions to the research

Research publications:

December 2016: Webb, R. (2016). Perceived and actual knowledge about grammar upon commencing pre-service TESOL education. *ELT Research Journal, 5*(4), 261-277.

Invited Lectures: 2017

February 2017: One hour Skype lecture to International MA TESOL students: *'The problem with and proposed solution for UK pre-service native English speaking teachers' knowledge about grammar',* Bahçeşehir University, Istanbul, Turkey

Conference presentations: 2011-2018

June 2018: University of South Wales Post Graduate Research Conference: Three minute thesis (3MT), *'"I know but I can't explain": The role of knowledge about English grammar in second language teacher education'*, Pontypridd, UK

June 2017: University of South Wales Post Graduate Research Conference: '*The reasons why UK native speakers have inaccurate perceptions of knowledge about grammar'*, Pontypridd, UK

May 2017: University of South Wales and Cardiff Metropolitan University Research Symposium: '*Knowledge about grammar: perception, reality and the impact of a pragmatic instructional approach in pre-service TESOL education*', Cardiff, UK

May 2017: IATEFL ReSIG: *'Levels and perceptions of pre-service native and non-native speakers' knowledge about grammar',* Istanbul, Turkey (accepted for)

April 2017: IATEFL: '*Helping pre-service native UK TESOL teachers with knowledge about grammar',* Glasgow, UK

June 2016: IATEFL ReSIG: '*The role of teachers' knowledge about grammar in weak and strong communicative language TESOL teaching',* Istanbul, Turkey

June 2016: University of South Wales Post Graduate Research Conference: *'Knowledge about grammar: implications for pre-service TESOL education',* Pontypridd, UK (awarded first prize for best presentation)

April 2016: IATEFL: *'Knowledge about grammar its impact on development of pedagogical content knowledge in pre-service TESOL education',* Birmingham, UK

June 2015: IATEFL ReSIG: *'A quantitative exploration of pre-service native English speaking teachers' knowledge about grammar'*, Izmir, Turkey

April 2015: IATEFL: *'A qualitative exploration of pre-service native English speaking teachers' knowledge about grammar',* Manchester, UK

April 2011: IATEFL: *'Pre-service TESOL teachers undertaking peer teaching'*, Brighton, UK

Acronyms:

IATEFL: International Association of Teaching English as a Foreign Language

IATEFL ReSIG: IATEFL Research Special Interest Group

TESOL: Teaching English to Speakers of Other Languages

7: Study 1, responses for SubQ1: What is grammar?

P-S NESTs' main theme: structure of language

"Grammar is the way in which we speak and write, in the correct format. The structure of a language." (P3/13)
"A device that helps us to make sense of every form of communication by giving us a structure." (P37/14)
"The structure of literature. The structure of conversation." (P62/15)
"Grammar is the framework around which a language is built. It gives structure and helps convey meaning."(P89/16)

P-S NESTs' sub-theme: punctuation

"I think punctuation and capital letters are really important when it comes to grammar. I think it is about using punctuation in the appropriate places and the right way." (P12/13)
"Punctuation and purpose of words that allow the written to communicate its true intent." (P33/14)
"Grammar is the punctuation and the appropriate variations of a word to use in a text e.g. … and their, there, they're" (P60/15)
"Grammar is the punctuation. It is how we create sentences and paragraphs etc." (P87/16)

P-S NNS' main theme: rules of language

"Grammar is the composition of rules relating to a specific tongue." (PNN2/13)
"Grammar is the rules about language. People have to speak languages according to some certain rules." (PNN5/14)
"Grammar is basically rules of a language. We can't define our clauses without grammar." (PNN 31/14)
"Grammar is the most important thing in a language. Grammar means rules and with these rules we can use in a language." (PNN 41/16)

P-S NNS' sub-theme: language construction

"Grammar is the structure or order of a sentence. Basically, it consists of three items. Subject –verb –object are the basic parts of a sentence. Grammar makes the sentence regular and understandable." (PNN1/13)
"Grammar is the most important thing in a language. It is like the bricks in a building." (PNN6/14)
"Grammar is the system of a language. It is the structure of the system of a language." (PNN26/14)
"Grammar is the structural foundation of our ability to express ourselves." (PNN 43/16)

Table A1: Examples of participant responses for subq1: What is grammar?

Key: Participant number (P=P-S NEST, PNN=P-S NNS) / year of study e.g. 16 = 2016)

8: Study 1, responses for subQ2: How is your grammar knowledge?

Is it good / OK / poor? Justify your response with a maximum of three sentences.

P-S NESTs 'Good' main theme: confidence due to a motivational input

"It was suggested by my lecturers on Access to H.E. that I follow this path. BA English with TESOL " (P20/13)
"I studied English at A level, I got a B. I am often asked to check my friends' grammar and spelling" (P50/14)
"Used all my life, passed my 'A' level, (sorry, don't want to seem cocky!)." (P59/15)
"Whenever I had English papers marked in school, my grammar was rarely an issue." (P74/16)

P-S NESTs 'OK' theme 1: confidence due to a motivational input

"I've had really strict teachers for grammar, so I had to learn. I can make myself heard accurately." (P26/13)
"I passed my English Literature 'A' level." (P52/14)
"I often correct friends or family members when they make grammatical errors." (P61/15)
"I studied the English Language at A level, therefore I was constantly learning about appropriate and correct grammar (achieved a B in my A level)." (P90/16)

P-S NESTs 'OK' theme 2: lack of confidence

"I don't feel confident using grammar correctly." (P27/13)
"I feel I can recognise grammatical errors but not always say why they are wrong. I can clearly say what I mean and be understood."(P51/14)
"I can use basic grammar, but I am not perfect." (58/15)
"Considering I am from the valleys, I feel my grammar could be improved as I speak commonly." (P84/16)

P-S NNS 'Good' main theme: confidence from intrinsic motivation

"I have really worked hard. I have made lots of translations. I have read a lot in English." (PNN3/13)
"Because I practice so much, I trust my grammar knowledge. My grammar book is always with me I've been studying for years." (PNN22/14)
"I have been learning English for many years. I love English. I study English every day." (PNN34/14)
"I study regularly and I don't forget the grammar rules. I sometimes read books." (PNN45/16)

P-S NNS 'OK' theme 1: confidence from intrinsic motivation

"I try to improve my English by watching English series." (PNN3/13)
"My English is OK because I am still learning something. I studied language in high school. I did a course to improve my English." (PNN25/14)
"I think I am OK at grammar because I have done exercises for years. Especially when I was at elementary school, my teacher asked grammar questions in her exams so I had the opportunity to improve." (PNN39/14)
"I have read a lot of books. I love English." (PNN42/16)

P-S NNS 'OK' theme 2: low self-efficacy

"I'm not bad but I don't consider myself good either." (PNN4/13)
"I am not perfect." (PNN32/14)
"My knowledge of grammar was enough to pass LYS and I did not study grammar well after the exam. I don't believe my English is good because I did not go to another country to pass my exam." (PNN12/14)
"I'm still learning it." (PNN46/16)

Table A2: Examples of participant responses for subq2. How is your grammar knowledge?

Key: Participant number (P=P-S NEST, PNN=P-S NNS) / year of study e.g. 16 = 2016)

9: Study 1, H1 Bonferroni post-hoc test

Hypothesis 1		Year group		p
1a	Label nouns, pronouns, articles in sentences using specific meta-language	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	.89
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
1b	Label nouns, pronouns, articles in sentences using general correct but not specific terms	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
1c	Define the subject and object of a sentence and the active and passive voice	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
1d	Identify the subject and object of a sentence	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
1g	Give an example of a conjunction, preposition, adjective and adverb	Year 1	Year 2	1.00
			Year 3	.910
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	.770
		Year 3	Year 4	1.00
1h	Achieve a significantly higher overall grade in the KAG test	Year 1	Year 2	.120
			Year 3	.690
			Year 4	.850
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00

Table A3: Bonferroni post- hoc results for hypothesis 1: 1a, 1b, 1c, 1d, 1g and 1h

Key: Year 1-2013-2014, year 2- 2014-2015, year 3-2015-2016 and year 4-2016-2017

10: Study 1, responses for subQ3: After the test-how is your grammar knowledge?

Is it good / OK / poor? Justify your response with a maximum of three sentences.

P-S NESTs 'Good to poor' main theme: crisis of confidence

"Shocked at actually how little I know from this. A wake up call if anything." (P21/13)
"I'm sorry; I didn't know I was illiterate. Maybe I'm not a wizard after all." (P30/14)
"Oh my flippin God, this the singular and most horrific thing I have ever had to do... I want to kill myself like in a game of hangman." (P56/15)
"A harrowing look into the void where my knowledge of grammar should prosper." (P80/16)

P-S NESTs 'OK to poor' main theme: low self- efficacy

"I don't know the difference between a noun, verb and adjective." (P13/13)
"I was convinced I knew but I haven't got a clue." (P36/14)
"It made me think that I am far less knowledgeable about grammar then I originally thought. I clearly know nothing." (P57/15)
"The test was challenging and made me realise just how little I was taught about grammar in primary and secondary school. The grammar I was taught was very basic." (P83/16)

P-S NESTs 'OK-poor' sub-theme: requests for education

"EDUCATE ME–please, it's embarrassing." (P7/13)
"I need a lot of help and work with my grammar." (P34/14)
"I feel disgruntled after the test, my grammar was worse that I originally thought. It would be interesting to see what mark I would get after completing this year." (P67/15)
"The test was a very humbling experience. After thinking you have at least a basic grasp of grammar, it gives you a reality check. I am though, looking forward to actually learning things I thought I knew." (P82/16)

P-S NNS 'Good-Good' main theme: high self-efficacy

"It is good." (PNN3/13)
"As I said, it is good and always on my mind."(PNN10/14)
"I believe I know enough grammar in English." (PNN 20/14)
"Happy" (PNN46/16)

P-S NNS 'OK-OK' theme 1: high self -efficacy

"I don't know the names but I use them when I'm talking to a foreigner and he/she understands me. And that's enough for me." (PNN21/14)
"I am OK at grammar but sometimes I forget the rules."(PNN 35/14)
"My grammar knowledge is OK like I thought." (PNN 38/14)
"I recognised that I have enough knowledge about grammar but sometimes I made small mistakes somewhere." (PNN42/16)

P-S NNS 'OK-OK' theme 2: low self-efficacy

"It is not enough." (PNN 23/14)
"My knowledge of grammar is not enough to be an English teacher. I need to study more." (PNN33/14)
"92% is not enough. Because of this I have to study hard" (PNN39/14)
"I feel I need more grammar knowledge." (PNN45/16)

Table A4: Examples of participant responses for Q3

Key: Participant number (P=P-S NEST, PNN=P-S NNS) / year of study e.g. 16 = 2016)

11: Study 2, H4 Bonferroni post-hoc test

Hypothesis 4		Year group		p
4a	Test 1	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
4b	Test 2	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
4c	Test 3	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
4d	Test 4	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
4e	An average of the four test marks	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
4f	A re -run of the initial test	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00
4g	The project	Year 1	Year 2	1.00
			Year 3	1.00
			Year 4	1.00
		Year 2	Year 3	1.00
			Year 4	1.00
		Year 3	Year 4	1.00

Table A5: Bonferroni post- hoc results for Hypothesis 4: 4a, 4b, 4c, 4d, 4e, 4f and 4g

Key: *Year 1: 2013-2014, year2: 2014-2015, year3: 2015-2016 and year 4: 2016-2017*

12: Study 2, responses for subQ4

SubQ4: How is your grammar knowledge? Is it good / OK / poor? Justify your response with a maximum of three sentences.

P-S NESTs 'Good' main theme: high self-efficacy

"I know how to explain a lot of grammar issues by using the proper terminology." (P30/13)
"I can identify different rules in grammar for a practical reason. I love it."(P32/14)
"I now understand linguistic terminology, the form of words and their use that I had no idea about before." (P68/15)
"I can name various parts of a sentence. I have learnt metalanguage."(P86/16)

P-S NESTs 'OK' main theme : High self-efficacy

"It's better than it was before. I learned a lot." (P35/13)
"I'm fairly good, still lots of room for development." (P41/14)
"I'm still learning. As a native speaker –can't be expected to fully understand, not yet!" (P64/15)
"100% was possible in the tests; I didn't ever get that mark so room for improvement." (P81/16)

NS 'OK' main theme: Lack of confidence

"I'm OK. I just found grammar difficult." (NS32/13)
"I still make KAG mistakes that I am confused about" (NS41/14)
"I'm OK but constant revision makes me stressed." (NS64/15)
"I did OK but I had to do a lot of work to pass." (NS81/16)

NS 'OK' sub-theme: Lack of interest

"I'm OK I just got better marks in other modules." (NS18/13)
"I've done OK, I should have worked harder." (NS49/14)
"I'm OK, didn't spend enough time on it, and prefer writing poems." (NS65/15)
"I'm ish - enough is enough – I've lived all my life without KAG" (NS85/16)

Table A6: Examples of P-S NESTs and NS responses for Q4

Key: Participant number (P=proceed, NS=not proceed) / year of study e.g. 16 = 2016)

13: Additional information about the P-S NESTs in study 3

All P-S TESOL students at the University are encouraged to undertake paid employment in the TESOL field during Easter and summer holidays. Employers are invited onto campus to give recruitment talks. During the first year, activity leader work is encouraged. This is to work with International learners in a fun environment and to begin to understand learners' needs. During second year, teaching assistant work is encouraged in the UK and overseas. The P-S NESTs have both declarative and procedural knowledge from their studies and can assist in classrooms without being solely responsible for the learning. Following graduation, the aim is that all P-S NESTs have suitable knowledge and work experience to gain teaching positions. However, some decide to continue their studies in the UK, either through PGCEs or Masters Degrees.

P1/13 undertook activity leader work with UK based language school during Easter and summer of year one. She spent her time explaining grammar to newly qualified teachers and commented that they did not know anything. She enjoyed the conversations despite not being paid a teacher's salary as it made her realise what she had learned compared to teachers just off a one-month course. Immediately after graduation, she worked as an English language teacher with international learners at Camp America. After this, she embarked on a PGCE to teach English in secondary education.

P2/13 undertook language teaching assistant work with a UK based language school during the Easter and summer of her second year undergraduate studies. During her undergraduate years, she produced articles, which were published on two occasions in music magazines. After graduation, she went into the field of journalism. She liked the impact KAG had on her writing.

P3/13 undertook activity leader work with a UK based language school during in the Easter and summer of year one and teaching assistant work in year two. She understood that her grammar knowledge was much better than many NS because of this work. Following graduation, she embarked on a PGCE.

P4/13 undertook activity leader work with a UK based language school during in the Easter and summer of year one. During the summer of year two, she undertook 10 weeks work as a teaching assistant in Thailand as a part of the British Council's Teach English in Thailand (TET) scheme. During this time, she noticed that the other assistants did not know any grammar so she planned lessons for them associated with it. Following graduation, she moved to Hong Kong to teach English.

P5/13 undertook activity leader work with a UK based language school during the Easter and summer of year one and teaching assistant work in year two. She did volunteer teaching with refugees and was

pleased she could help as they needed lots of PPP style grammar lessons. Following graduation, she embarked on a PGCE.

P6/14 was a busy mother. During the summer of her second and third year, she undertook volunteer work teaching at the Welsh Refugee Council (WRC). Following graduation, she continued with this work before applying for a PGCE in primary education. During her studies, she became the point of contact for mothers in her children's school. Grammar was being taught and mothers did not know how to help with their children's homework.

P7/14 undertook activity leader work with a UK based company during the summer of her first year. During the summer of her second year, she undertook teaching assistant and teaching work in Spain. She said the course materials were grammar, grammar, grammar and on completion of the course, the parents asked about their children's grammar. She was delighted that the company considered her a great teacher. On her return, she apologised because the school photocopied her red book (KAG programme) and gave one to each member of staff.

P8/14 undertook activity leader work with a UK based language school during Easter and summer of year one and teaching assistant work with the same company in year two and teaching work in year three. She could not believe the difference between her level of grammar knowledge and staff who had undertaken a one-month TESOL course. She helped them with their panic attacks. After graduation, she spent some time teaching in India before embarking on an MA in TESOL.

P9 /14 undertook activity leader work with a UK based company during Easter and summer of her first year. After graduation, she worked as a teacher in a UK summer school. Then she worked as a teacher in Sicily for six months before moving to teach in Hong Kong. She then applied to do a PGCE in the UK. She was annoyed she was not taught grammar in school.

P10/14 undertook activity leader work with a UK based company during Easter and summer of her first year. During the second year, she worked with P7/14 in Spain. She too had a grammar summer and was delighted she could use her knowledge. During her third year, she regularly volunteered at with the Welsh Refugee Council because she loved the feeling of positive contribution. Following graduation, she worked as a teacher with P9/14 in Sicily.

14: P3/15's tasks for introductory activity about lesson on art

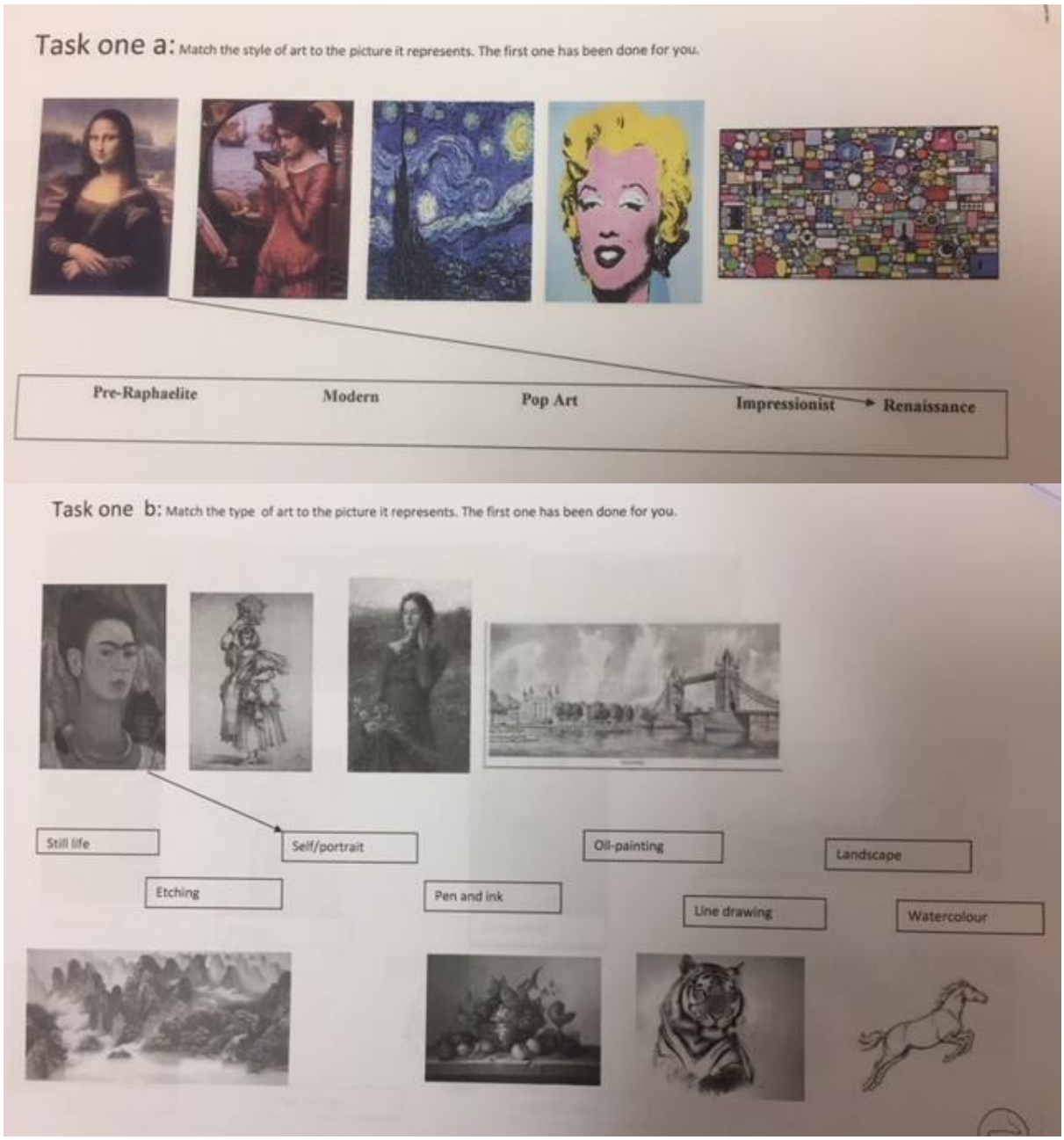
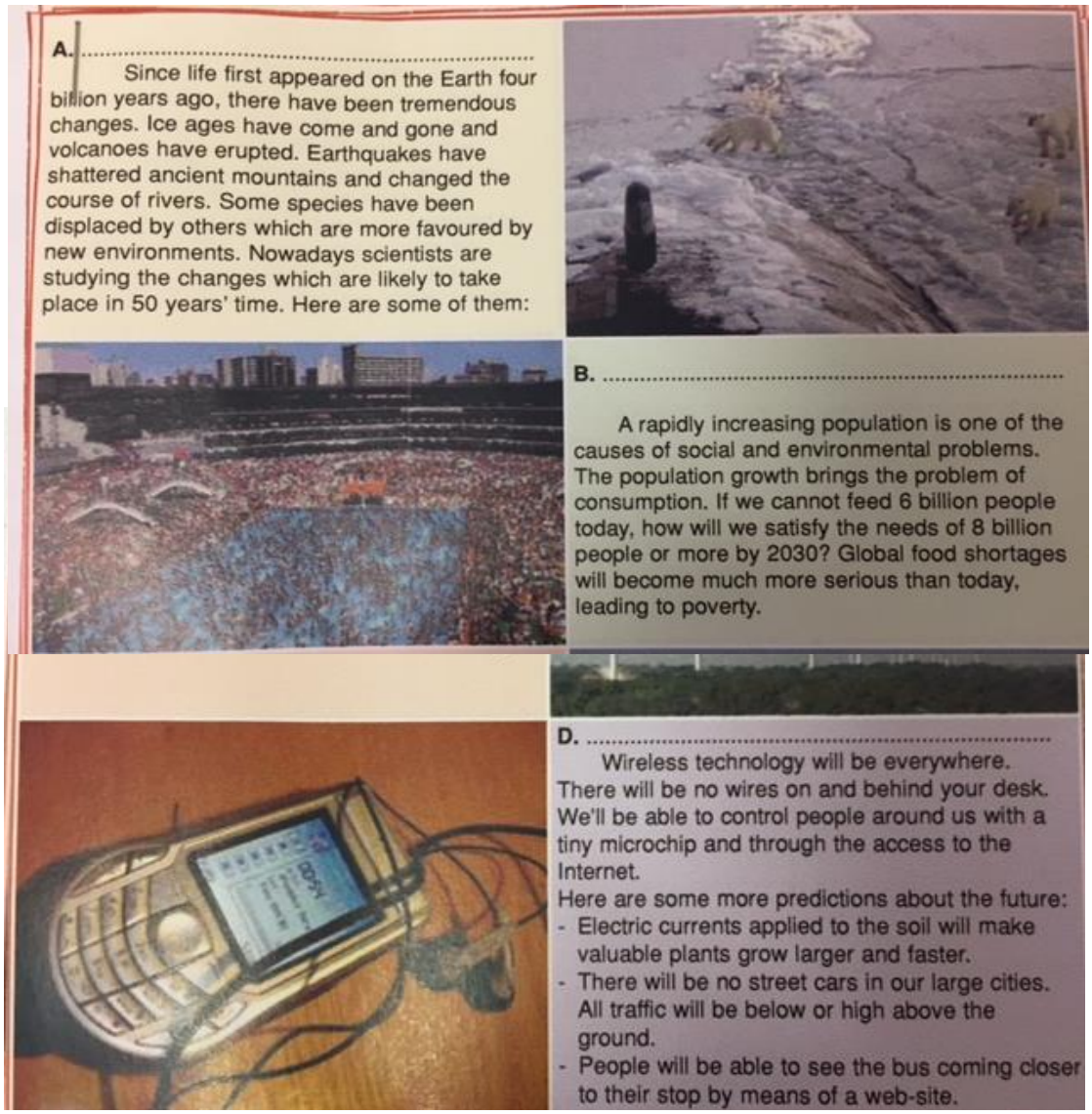


Figure A1: P3/15's tasks for introductory activity about lesson on art

15: P4/15's reading exercise for future simple-will lesson for predictions



A. .....

Since life first appeared on the Earth four billion years ago, there have been tremendous changes. Ice ages have come and gone and volcanoes have erupted. Earthquakes have shattered ancient mountains and changed the course of rivers. Some species have been displaced by others which are more favoured by new environments. Nowadays scientists are studying the changes which are likely to take place in 50 years' time. Here are some of them:

B. .....

A rapidly increasing population is one of the causes of social and environmental problems. The population growth brings the problem of consumption. If we cannot feed 6 billion people today, how will we satisfy the needs of 8 billion people or more by 2030? Global food shortages will become much more serious than today, leading to poverty.

D. .....

Wireless technology will be everywhere. There will be no wires on and behind your desk. We'll be able to control people around us with a tiny microchip and through the access to the Internet.

Here are some more predictions about the future:

- Electric currents applied to the soil will make valuable plants grow larger and faster.
- There will be no street cars in our large cities. All traffic will be below or high above the ground.
- People will be able to see the bus coming closer to their stop by means of a web-site.

Figure A2: P4/15's reading exercise for future simple-will lesson for predictions

16: P6/16's lesson aims, language analysis and plans for making predictions lesson

Aims:	To introduce the concept of making predictions for future results using: *will, might and won't.* To provide opportunities for the students to interact with each other and the materials to engage at some level, in conversation where they can share their thoughts and opinions.
Language Level:	Beginner
Length:	60 minutes
Profile:	All ages.
Anticipated Problems:	
(Organisational)	There is a great deal of realia materials for this lesson. All are necessary to engage the students fully in the task. I feel that by being 'hands-on' with this approach, there will be opportunities to observe and tap into emergent language. The video is imperative for the last activity. If there is a problem with the equipment in the classroom, then I have my lap top to hand and the video can be viewed through that.
(Individual)	All individuals are to be involved in the process and have the opportunity to share their ideas with support from the teacher(s) and fellow students.
Materials:	White board, white board pens, glass bowls x2, plastic bowls x3, 2L bottled water x2, pillow, towel and paper towels, ice cubes, paperclips, potatoes, coke and diet coke, pens, eggs, PowerPoint slides, item laminates and worksheets.

Figure A3: P6/16's lesson aims for making predictions lesson

LESSON PLAN

Timing	Stage Aim and/or Sequence	Interaction Teacher – T Student(s) – S(s)	What the Teacher does
10m	Study	T-Ss Ss-T	*PLACE THE STUDENTS IN GROUPS OF 3-4 MAXIMUM. THEY WILL BE A, B & C.* • Show weather slide on the board. • Elicit *'days of the week'* and the other information, *'sunny, cloudy, rain etc'* 'What day is it today? What is the weather today? *'It is sunny and cloudy.'* • Drill response. Emphasise *is and today* and introduce timeline. 'What day will it be tomorrow? What will the weather be tomorrow? Will it rain tomorrow?' *'It will rain (tomorrow).'* • Drill response and write on the board. • Emphasise *will and tomorrow* and draw another timeline. • Ask 'Will it rain on Saturday? Sunday?' *'It won't rain.'* Drill the responses and write them on the board. • Ask 'Will it rain on Monday?' *'It might rain.'* • Drill response and write it on the board
10m	Engage	T-Ss Ss-T	FIRST EXPERIMENT • Make a small table to one side of the board [IT WILL BREAK / IT MIGHT BREAK / IT WON'T BREAK] • Place a glass bowl on the table in front of me, holding the egg in my hand, ask the students 'What will happen?' • Imitate dropping the egg in the bowl. • Elicit possibilities using the form: *'I think it will/might/won't break'*, take a vote and place the totals in the appropriate places on the board. • Drop the egg. Place a tick by the correct predictions, saying 'Question? What will happen? Answer?' Response *'It will break.'*

1

Figure A4: P6/16's lesson plan for making predictions lesson

MAKING PREDICTIONS
using 'will', 'might' and 'won't'

Main Uses For 'will' and 'won't':

- Spontaneous decisions
- Predictions
- Promises

Each of these examples indicates the high level of certainty. *'It will break.' 'It won't sink."*

In the case of 'might', the meaning has clearly altered from one of certainty, to that of possibility (a chance, perhaps, maybe). *'It might rain.' 'It might not float.'*

New Elements:

- Introduction of a future tense.
- Vocabulary. This consists of a variety of words with no common theme. This is due to the nature of the experiments. all of these terms provide scaffolding for the final activity.
- A potential for expressing opinions and thoughts, along with their predictions. *'I think it will rain.'*
- Basic sentence structures (affirmative and negative)
- Question forms using the addition: "what" - *'What will happen?'*
- Question forms using inversion: *'Will it sink?' 'It will sink.'*

Basic Patterns:

- Affirmative – *It will rain/break/sink/melt.*
  Subject + will + bare infinitive.
- Negative – *It won't rain/break/sink.*
  Subject + will + not + bare infinitive.
  Subject + won't + bare infinitive.
- Interrogative (addition)– *'What will happen?'*
  What + will + bare infinitive.
- Interrogative (Inversion) – *'Will it rain/break/sink/melt?'*
  Will + subject + bare infinitive.

- Using the contracted form of 'will', will not be applicable in this lesson. Although it is quite a natural way to speak, I feel that at this low level, *'will'* must be introduced wholly to begin with.
  ~~*'What'll happen?*~~
  ~~*'It'll rain.'*~~

Anticipated Problems -

1) **Conceptual:**
   - *'will'* and *'going to'* are very similar.

- *'will'* is used for spontaneous decisions, where *'going to'* is used to express *past* decisions.

Decision made now = *will*

Decision made in the past = *going to*

-*'will'* is a much simpler form than going to and could result in their overuse of the tense in situations where *'going to'* would be more appropriate.

- *'might'* and *'may'* confusion.
- both highlight the possibility of something happening, (maybe it will rain, perhaps, there is a chance of) however *'may'* cannot be used in the past tense, therefore might was the sensible option here as it can apply to all tenses.

'I thought it might rain.'
~~*'I thought it may rain.'*~~

- the addition of *'well'* to increase the degree of certainty, if it is felt that something is highly likely to happen.

'It might well rain tomorrow.'

2) **Grammatical:**
   - students using present simple instead of *'will'* for future predictions.
   "I think it break." "What is happen?" "I think egg sink."

3) **Phonological:**
   - *'might'* could prove troublesome as the spelling conflicts with the pronunciation.

4) **Orthographical:**

   - The contraction of *will not* = *won't*

Figure A5: P6/16's language analysis for making predictions lesson